DOCUMENT RESUME

ED 133 922 EC 092 700

AUTHOR Peterson, Pam; Clark, Bob
TITLE Search for Special Children.
INSTITUTION Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.
PUB DATE [75]
NOTE 84p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Handicapped Children; *Identification; Public Support; Screening Tests; *State Programs
IDENTIFIERS *Indiana

ABSTRACT

Presented is the Indiana Department of Public Instruction's Childfind program to identify and locate all handicapped children ages 0 to 21 within the state. Sections are devoted to the following program aspects: Planning (including interagency involvement, preliminary market research, and manpower organization and planning); execution (including state and local publicity, public service aids, and paid advertising); public awareness results (including press coverage and a research survey); child identification/location results; and an ongoing child identification system. The bulk of the document is comprised of 10 appendixes, including radio and television announcement scripts, sample advertisements, and a parent handbook. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133922

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Search for Special Children

Prepared by
Pam Peterson and Bob Clark

Indiana Department of Public Instruction
Harold H. Negley, Superintendent

Division of Special Education
Gilbert H. Bliton, Director

Table of Contents

Overview..... 2
Planning..... 3
Execution..... 9
Public Awareness Results.....14
Child Identification/Location Results.....19
Ongoing Child Identification System.....21
Appendixes.....23
  Coordinator Kit for first session.....24
  Data Forms.....38
  Coordinator Kit for second session.....40
  Search for Special Children Film Text.....52
  Radio Announcements.....61
  Television Public Service Announcement....62
  Coordinator Materials.....63
  Advertisements.....66
  Parent Handbook.....69
  Sample Newspaper Clippings.....70

EC092700

Overview

In order that all handicapped children in Indiana can achieve their maximum potential, they must be identified, located and evaluated so that appropriate special education programs and services can be planned and provided.

Indiana's definition of child identification includes the recognition and appropriate follow-up assessment or evaluation of a child's abilities and disabilities, a determination of special education programs and services the child may need, a periodic reassessment of the child. The process of child identification is conceptualized with several stages: awareness, initial identification and location, diagnosis/evaluation, service delivery, and periodic reassessment.

To guide the process of child identification, the following objectives were developed:

1. To locate and identify all handicapped children, ages 0 to 21, residing in the state of Indiana, who are receiving no educational services.
2. To develop a comprehensive system by which all handicapped children, ages 0 to 21, residing in the state of Indiana can be located and identified.
3. To inform every parent of a handicapped child in the state of the statutory right to an education and the availability of such educational services.
4. To provide to public school corporations meaningful childfind data for the purpose of current as well as long range special education program planning.

The Indiana Department of Public Instruction, Division of Special Education, assumed primary responsibility for planning and implementation of a project which would accomplish the above objectives. The overall activities were coordinated by the project coordinator, with three regional coordinators directly overseeing the local effort.

Detailed information about the activities and accomplishments of the project may be found in the following sections of this report:

Planning
Execution
Public Awareness Results
Child Identification/Location Results
Appendix

The final section of the narrative describes the procedure for establishment of an ongoing system of child identification. Responsibility for implementation of the ongoing process will be transferred to the Local Education Agency (LEA).

Planning

INTER-AGENCY INVOLVEMENT

During July and August, 1975, personnel from the Division of Special Education met with representatives of state agencies and special interest groups which are responsible for serving the handicapped. The meetings were held for the purposes of discussing various approaches to use in identifying handicapped children out of school and of enlisting each agency's support of the effort. The following agencies were involved in initial planning of Indiana's Childfind effort:

Indiana Department of Public Instruction
Indiana Department of Mental Health
Indiana State Board of Health
Indiana Department of Public Welfare
Indiana Rehabilitation Services
Indiana Association for Retarded Citizens
Epilepsy Foundation of Indiana
United Cerebral Palsy of Indiana
Council of Voluntary Agencies for the Handicapped
Indiana Department of Corrections

In addition support was received from the Indiana Chapter, American Academy of Pediatricians, the Indiana Optometric Association, and the Governor's Commission on the Handicapped.

SELECTION OF ADVERTISING AGENCY

In August, 1975, the Department of Public Instruction, Division of Special Education, sent a request to all advertising agencies in the Indianapolis area for preliminary consideration in handling a "funded mass-media public awareness campaign" whose objectives were:

1. To locate and identify all children residing in the state who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services.
2. To change public attitude towards handicapped children to one of recognition that every child, regardless of the severity of his handicap, is entitled to a free, public education and will benefit from an individualized educational program.

Initial screening of agencies was based on preliminary agency information request forms, with final selection of an agency based on presentations submitted to the Division of Special Education. Selected to assist the Division in the project was Caldwell-Van Riper, Inc. (C-VR) an advertising and public relations firm that based its presentation on the need to approach the campaign not only from an advertising but from a public relations perspective.

PRELIMINARY MARKET RESEARCH

As recommended by C-VR, the first planning phase undertaken was a study of the awareness and attitudes of parents with children aged 0 - 21, that group considered the primary target for a public awareness campaign of this nature. Such a study would help further define the project's objectives, provide valuable input necessary for agency planning and establish benchmark data for judging the effectiveness of the campaign.

Research specialists undertook the study by a random telephone interview method conducted throughout the state of Indiana. From these results, the agency was able to make the following key determinations affecting the planning of a campaign strategy:

1. There was no reason to believe that the campaign should be weighted towards reaching any one or several demographic groups. A campaign directed more extensively towards a presumably "less-informed" rural population, for instance was ruled out.
2. It was not necessary to overly stress the legal aspects of special education and change public opinion towards recognizing that every child has a legal right to a free public education, as stated in the original objectives, for the public already indicated recognition of this right.
3. It was still valid to work towards changing public attitude to recognizing that these children—regardless of the severity of their handicaps—could indeed benefit from a special education.
4. The public would be responsive to aiding in the identification and location of handicapped children not presently getting the benefit of a free public education.

SELECTION OF AN OVERALL STRATEGY

Ruled out from the start was a door-to-door campaign: it was considered neither feasible nor affordable if both the location and the awareness goals were to be achieved. Also ruled out was a strictly paid advertising campaign: such a campaign would limit the opportunities available to communicating with the state's population, and to be affordable, the message would have to be limited as well.

Selected was a strategy that would take advantage of a number of available communications opportunities by combining paid media placement with full public relations support initiated on a state-wide basis and additional public relations support from locally-initiated efforts of volunteers serving as campaign coordinators in each of the state's 92 counties. Such a strategy would be utilized not only to publicize the availability of information and services by contacting a toll-free telephone exchange or writing to a special post office box but also to provide as many citizens as possible with a more in-depth understanding of special education and the potential of handicapped children to benefit from the public school's special educational services.

SELECTION OF AN OVERALL STRATEGY (continued)

Given this strategy, the campaign promised to achieve at least as much, if not more, mass-media exposure, with personalized local exposure as an added benefit. Rationale for this judgement included the following:

1. Given the public service nature of the campaign, it was reasonable to expect free public service announcement support from the state's media to complement a paid media schedule.
2. Special education, in general, and the childfind project, in particular, offered a number of opportunities for legitimate news coverage throughout the state that would further increase exposure to the campaign and add to the campaign's credibility.
3. Given proper selection and training of county coordinators, state-initiated efforts could be supplemented and, in fact, significantly enhanced, by person-to-person contact in local communities throughout the state.

DEVELOPMENT OF CAMPAIGN COMPONENTS AND TIMETABLE

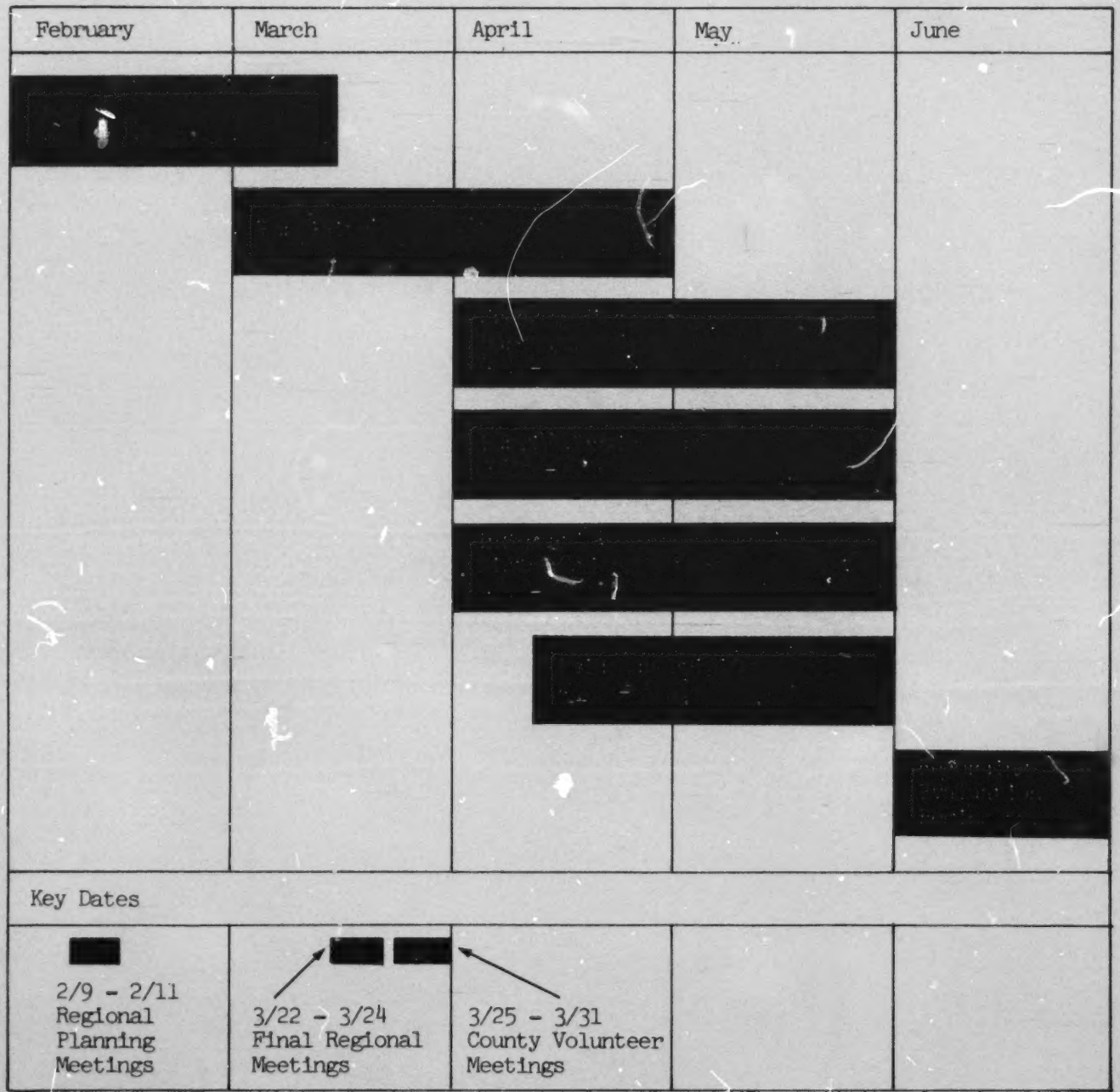
Given the overall strategy, specific components were selected and incorporated into a working campaign timetable. In addition to state and county-level planning, the key components were to include the following:

1. Publicity - efforts generated at both the state and local level to gain favorable news coverage of the campaign and to generate greater exposure of special education program.
2. Speaker/film engagements - presentation of an approx. 15 minute film, to be prepared for the project, before civic and service organizations, parent-teacher groups and any other appropriate forums in an effort to reach as many citizens as possible with an in-depth campaign message. Film presentations would be supplemented by remarks of a local speaker representing the campaign and question/answer sessions.
3. Public service announcements - distribution and possible placement of prepared spot announcements to all radio and television media reaching any portion of the state's population. Such announcements would notify citizens of the availability of programs and request citizen support in helping to locate children by calling a toll-free hotline established at the Division of Special Education.
4. Information/distribution centers - local placement (as well as possible personal contact and hand distribution) of campaign literature in locations where a large number of people are likely to be reached in an effort to provide campaign details and enlist public support.
5. Paid advertising - statewide placement of advertising messages notifying citizens of the campaign and requesting citizen support in locating and identifying children.

DEVELOPMENT OF CAMPAIGN COMPONENTS AND TIMETABLE (continued)

6. Recording/evaluation - documentation of campaign activities on both the state and local level so that a determination of the campaign's effectiveness could be made and so that additional activities could be planned if determined necessary to satisfying project objectives.

SEARCH FOR SPECIAL CHILDREN TIMETABLE



MANPOWER ORGANIZATION AND PLANNING

A key element of the campaign strategy, as mentioned previously, was that of manpower to coordinate campaign activities on a local level throughout the state. These coordinators, most of whom were responsible for a single county, were selected by the Division with the aid of its three staff consultants, serving the northern, north central and southern regions of the state.

In some cases, especially in heavily-populated counties, the coordinators selected were to be paid for their services over the six month span of their involvement in the campaign; in most cases, however, coordinators were selected to serve on a stricly volunteer basis.

It should be noted that, with few exceptions, the county coordinators had a background in special education, being either special education teachers and administrators or parents and staff active in community organizations involved in special education and mental health. Considered more important than a background in special education to the eventual success of the campaign, however, was each coordinator's thorough knowledge of the childfind project and how the materials developed for the campaign could be used in successfully undertaking a localized, personal effort. For this reason, two training sessions were planned for each of the state's three regional groups of coordinators.

The first of these two sessions was conducted in February, 1976, to familiarize coordinators with the project and train coordinators in planning for the coming campaign. Each half-day session was conducted jointly by the Division project coordinator and a C-VR representative, and covered the following coordinator planning assignments: *

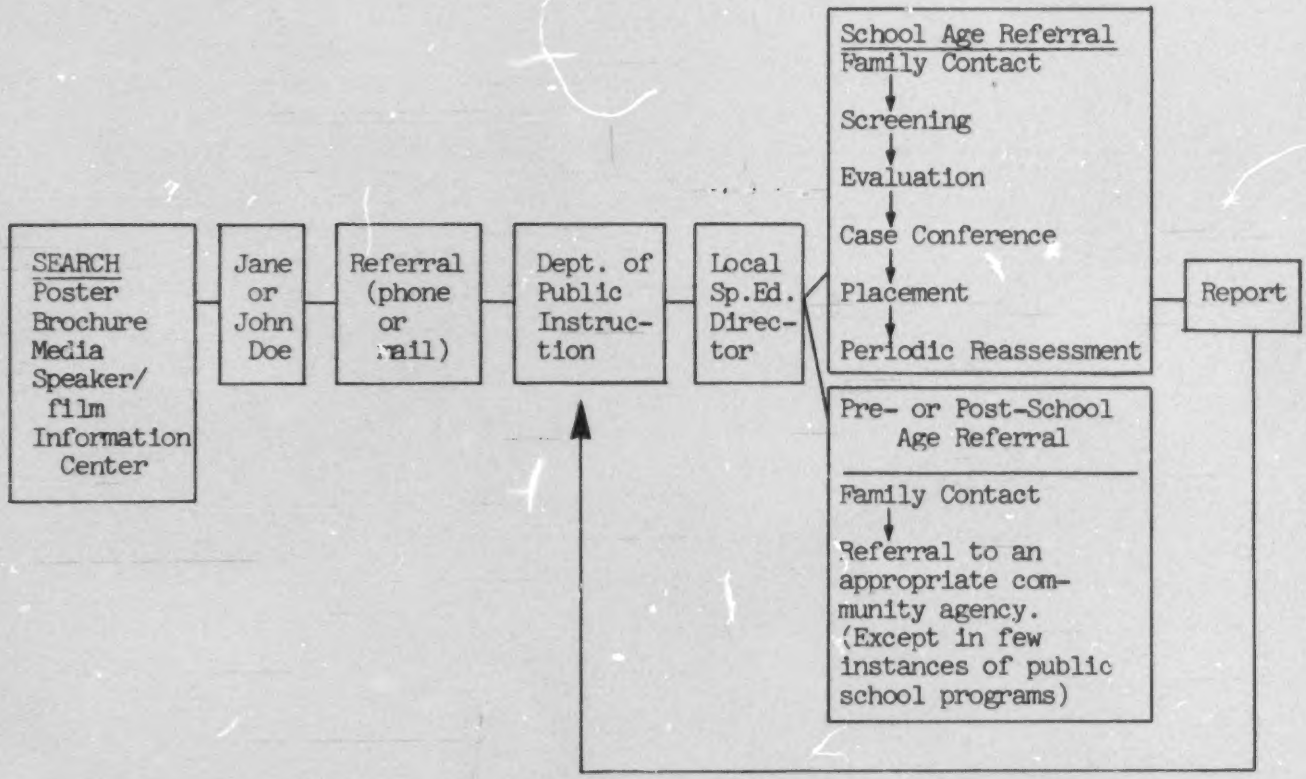
1. Knowing the project - getting throughly familiarized with background information regarding the project and getting answers to any questions prior to the start of the formal campaign.
2. Organizing a speakers bureau - planning to have four to five qualified speakers available for the speaker/film engagements scheduled in each coordinator's area.
3. Arranging speaker/film engagements - making contacts with groups and organizations throughout the county to plan for future speaker/film programs.
4. Determining locations for information distribution - planning locations and getting commitments to distribute campaign materials.
5. Enlisting volunteers - getting commitments from others in each county who might assist in execution of the local campaign activities.

---

* Coordinator kit materials distributed at first session included in Appendix A.

REFERRAL PROCEDURE; CONFIDENTIALITY

The following diagram indicates the steps which were developed for the referral of children needing special education services:



The Department of Public Instruction, Division of Special Education served as a clearing house, sending each referral to the appropriate local director of special education for follow-through.

In order to maintain confidentiality, procedures were developed which allowed for permanent retention of names and other identifying information to be held only by the LEA, as it was the direct service provider. Of course names were not given to any agency other than the appropriate LEA. In the case of a child being referred by a person other than the parent, the referring individual's identity was not requested. *

---

* Forms developed by the Division for collection of information and for reporting by local directors on individual cases may be found in Appendix B.

Execution

STATEWIDE AND LOCAL PUBLICITY

The first formal activity of the campaign, as designated in the campaign timetable, was that of initiating a publicity effort with the goal of gaining favorable coverage of the campaign and gaining greater exposure for the benefits of special educational programs. This activity was directed by C-VR but, by design, was to be executed both by C-VR and the individual county coordinators.

A major portion of the second series of regional coordinators meetings, then, was devoted to presenting coordinators with working publicity tools and providing a complete briefing on ways to generate local publicity in orchestration with C-VR's statewide efforts. Given this instruction, and "how to" publicity materials,* C-VR and the county coordinators were ready to launch a sustained publicity effort.

This effort began with the formal, statewide launching of the SEARCH FOR SPECIAL CHILDREN in the House Chamber of the State Capitol, Indianapolis, on April 1, 1976. Participating in the press conference were the Governor, the State Superintendent of Public Instruction, the Director of the Division of Special Education and the state project coordinator. In making the announcement, the Governor proclaimed the first week of April as the "Week of the Search for Special Children." A premiere showing of a film on the Search for Special Children was included on the program.

Releases, fact sheets and policy statements regarding the Search for Special Children were sent to all Indiana print and broadcast media to coincide with the Governor's formal launching of the project.

From this point on, the individual county coordinators took over the publicity effort on a local basis. To aid in this effort, C-VR supplied coordinators with suggested releases, fact sheets, policy statements and sample proclamations that could be reworked in the event mayoral proclamations were seen to be appropriate in the county coordinators' efforts. Additionally, each coordinator was supplied with copies of a series of five feature articles on special education for hand delivery to local papers.**

Prior to completion of the two-month Search, another statewide release was sent to announce the response to date in the project. At the same time a personalized memo was sent to the editor of each daily newspaper in the state with a request for editorial support for the Search. Included with the memo was a suggested editorial for their consideration.

---

* Materials included within coordinator kit for second session, Appendix C.

* Verbatim pick up of five-part series included in Appendix I.

STATEWIDE AND LOCAL PUBLICITY (continued)

Finally, on June 4, the State Superintendent of Public Instruction held a press conference to declare the end of the formal Search campaign and to give more complete results of the effort to locate and identify special children in need of special educational services.

SPEAKER/FILM BUREAU

In addition to conducting an on-going publicity campaign, coordinators were charged with the responsibility of presenting speaking/film programs in their counties for the duration of the campaign. Critical to the success of such programs was the ability of the speaker to present the campaign message and field the many questions that might be asked regarding not only the Search for Special Children but the whole subject of special education.

For this reason, the second series of regional county coordinator meeting was devoted in good part to speaking instruction, with an open question and answer session included as part of this instruction. With this background, coordinators would be prepared not only for speaking engagements but for possible interview situations that might arise with the press during the campaign. *

Of course, the single most important tool designed for use in these programs was the film itself. The film's major objective was to go beyond a simple presentation of the need to locate and identify missing special children by providing a more in-depth look at what is being accomplished in Indiana's special educational programs and focusing on ways special children--regardless of the severity of their handicapping condition--can benefit from a special education.

By design, the film created by C-VR for the campaign was of broadcast quality--both technically and in content--and utilized the talents of a nationally-known personality, Dick Van Dyke, to further enhance the quality of the film. Additionally, the full-color film was held to a length of fifteen minutes. Thus, the film could be used not only at speaker/film engagements throughout the state, but could also be aired on television public affairs programs whenever possible. **

PUBLIC SERVICE ADS

One rationale for selecting a campaign strategy not limited to paid media placement of the campaign message was that it was reasonable to expect, in light of the public service nature of the project, that the media would likely air the campaign message as a free public service announcement if requested.

---

* Materials included within Appendix A.

** Appendix D contains complete film text.

PUBLIC SERVICE ADS (continued)

This created a unique situation, of course, for normally air time is either bought and paid for by an advertiser or requested on a free public service basis; in this case, however, an appeal was made, in the form of a personalized letter to general managers of each radio and television station in Indiana (as well as select media originating in bordering states but with large Indiana audiences) to consider produced spots supplied by C-VR for public service airing beginning April 1, while it was made perfectly clear that the agency would be placing advertising on a paid basis in select media beginning approximately April 12 through May 31.

It should be noted that the correspondence to general managers also pointed out that decisions on which media would receive paid media schedules would be made independent of the outcome of the public service request; that is, regardless of whether or not a station chose to air spots on a free basis, the station would be considered for the paid media schedule to follow. And selection would be made solely on the basis of attaining best possible reach.

In total 129 radio stations received the correspondence, with carbon copies sent to each station's public service director. Each station then received a prepared tape including two 30 second produced spot announcements and one 60 second produced spot announcement. *

In addition, prepared film spot announcements of 30 second length were sent to each of twenty-five television stations serving Indiana. The television message contained the same basic message as that of the radio announcements: that a search was on for children in need of special educational services and that the public could assist in the search by calling a toll-free telephone exchange or writing to a special post office box if they had, or knew of, a special child who was not enrolled in a program. **

INFORMATION/ DISTRIBUTION CENTERS

In addition to receiving training on developing local publicity campaigns and presenting speaking programs, county coordinators received all the materials necessary for distribution in their counties at the second series of regional coordinator meetings prior to the campaign's start. ***

Included were the following items:

1. Approx. 12" x 16" easel-backed cardboard posters for use on tables or counter-tops or for mounting in windows or on walls.

---

* Text of announcements included in Appendix E.

** See Appendix F for illustrated text.

*** Appendix G illustrates these materials.

INFORMATION / DISTRIBUTION CENTERS (continued)

2. Approx. 12" x 16" easel-backed cardboard posters containing a pocket to hold brochures describing the campaign in detail.
3. 8-page brochures describing the campaign and including cut-out postage-paid business reply cards for use by citizens wishing to refer a special child or wishing to receive further information on special educational programs.
4. Reprints of black and white advertisements for use by coordinators requiring artwork for complimentary placement in publications.
5. Buttons for use by coordinators and their volunteers during the campaign.

Supplied with these materials, volunteers were prepared to do everything from posting the Search message in local store windows to setting up booths at shopping centers for mass distribution of campaign brochures.

It is especially important to note that in the case of information distribution, just as with publicity and speaker/film program efforts, county coordinators were encouraged to improvise as much as possible and base their individual efforts on what they considered appropriate for their own areas. So while guidelines were issued for use of materials supplied at the state level, the flexibility was built in to make each coordinator's county campaign a more personal, local effort.

PAID ADVERTISING

The final campaign activity, as indicated on the timetable, was placement of a paid advertising schedule. Goal of this activity was to supplement the public service program with a timely, controlled media schedule designed to reach virtually every adult in the state of Indiana with sufficient frequency to create awareness and stimulate involvement.

While the public service effort, then, was dependent on the individual media's policies regarding public service announcements, its availability of free public service time and its own judgement of how much free time should be alloted to airing the Search message, the paid advertising schedule served to provide a base, guaranteed exposure for the campaign.

Selected in the media mix for this paid schedule were the following:

1. Television - deemed the primary medium for the campaign because of its visual impact and vast reach potential. Utilized was a 30 second spot featuring Dick Van Dyke placed on twenty stations throughout the state.
2. Radio - considered as a secondary medium to augment reach, increase exposure and reinforce the impact of the television and print messages. The same two 30 second spots used in the public service announcement effort were utilized, with placement on thirty-five stations.
3. Newspaper - another vital medium in the mix, it would

PAID ADVERTISING (continued)

add reach, particularly among light television viewers, and increase frequency of exposure. Newspaper also afforded the opportunity for telling the Search message in greater depth and provided a handy reference source for future information. Advertisements in 42 newspapers throughout the state were placed.

4. Outdoor - the final medium selected, it permitted increased emphasis in the major metropolitan heavily populated areas, greatly increased frequency of exposure and served as an almost daily reminder to become involved. Outdoor boards in 11 metropolitan areas were used to carry the Search message.

Media was scheduled to begin approximately two weeks after the April 1 campaign kick-off and to run through the May 31 end of the formal campaign.

The central message in all advertising placed was the same as that of the public service announcements: that a search is on for the missing special children and that the public can join in the search by calling the toll-free telephone exchange or writing to the Division of Special Education.

The toll-free telephone exchange was in operation 24 hours a day, seven days a week, so that the public would be able to respond immediately to the Division. In anticipation of the fact that many people would probably call in strictly for more information about special education programs rather than to report a missing child, a parent handbook was developed in conjunction with the media campaign. *

---

* Advertisements and parent handbook included within Appendix H.

Public Awareness Results

PRESS COVERAGE

Results of the publicity efforts undertaken at both the state and the local level serve as proof of the initial judgement that special education, in general, and child find project, in particular, offered a number of opportunities for legitimate news coverage.

Beginning with the kick-off press conference, which saw coverage from all four Indianapolis television stations, local radio and newspapers and UPI and the Indiana Broadcasters Network, response from the news media for Indiana's Search for Special Children was considerable.

Results of print coverage were recorded through use of a state-wide newsclipping service. This record shows that the Search campaign received 3,950 column inches of coverage from newspapers throughout the state. Included were 394 pick ups from a total of 156 daily and weekly newspapers. *

In addition to straight news coverage of state and locally-initiated events, this total included pick up, in part or verbatim, by 21 newspapers of the five part feature series prepared as part of the campaign and hand-delivered to the press by county coordinators. Equally important, the total included editorial support from twelve newspapers.

While a newsclipping service was utilized to record newspaper coverage within the state, the Division relied on written reports presented by the individual county coordinators at the end of the campaign to evaluate coverage from the television and radio news media.

Straight news coverage of campaign events, such as the campaign kick off, was not recorded and is not included in this report. Of major importance to the publicity evaluation, however, is the total number of coordinator and volunteer interviews made during the campaign. A total of 26 radio stations carried out interviews, with some of these stations providing repeat interviews in an effort to provide their listeners with further information or updates on the campaign. In most cases these interviews were of one-half hour duration, allowing those interviewed to provide not only an explanation of the actual Search but also further in-depth information on available special education programs in the local schools and how these programs were benefiting special children.

Treatment of Search activities as straight news or feature items on television was widespread throughout the

---

* Sample newsclips included in Appendix I.

PRESS COVERAGE (continued)

state and included coverage on 18 individual stations, with actual interviews with education officials and/or county coordinators a key aspect in much of this coverage.

Of major significance to the overall exposure of the campaign, however, were the number of times the Search for Special Children was given in-depth coverage in the form of 30 minute film/interview programs on public and community affairs talk shows. A total of 13 such programs were shown during the campaign, with broadcasts originating from stations in a total of 7 major areas of the state.

COUNTY COORDINATOR ACTIVITIES

Already mentioned is the coverage achieved, both at the state and the local level, in publicizing the Search and the benefits of special education. Equally important, however, are the many locally-initiated activities recorded by coordinators in their final reports to the Division.

First of these activities are the speaker/film engagements conducted by coordinators and the volunteer speakers working with them. Based on coordinator reports, the total of such speaker/film engagements reached 527 by the May 31 end of the formal campaign.

Of interest in the final evaluation of the project were the types of audiences reached through the speaker/film program, as follows:

Educational audiences, including programs before teachers, PTA and PTO groups, education-related professional groups and organizations involved in special education and mental health 25%

School-age audiences, primarily public school classroom audiences but also youth organizations and church groups 25%

General public audiences, including a variety of civic and social organizations, neighborhood and church groups, professional and service clubs and other audiences not specifically related to the educational and special educational communities ..50%

In addition to the speaker/film programs, county coordinators were responsible for establishing information booths in shopping malls, at health fairs and other local or county-wide events and any other appropriate locations that could be considered "high traffic" areas to reach the local population. County coordinators recorded a total of 182 such information booths having been established, many of which were manned by volunteers over a 1-2 day period. In all cases, the information booths were used primarily to serve as distribution points for the brochures developed for the campaign but with the hope that the person-to-person contact with the public would help strengthen the Search message.

COUNTY COORDINATOR ACTIVITIES (continued)

Also important was the distribution of posters and counter-top posters throughout the individual counties being served by the Search coordinators. The statewide record kept on the distribution of the 10,000 counter-top posters, which included a pocket filled with campaign brochures, shows nearly 3,800 different locations were used. These included counter top displays in such varied locations as banks, barber shops, factories, grocery stores, schools, recreation centers, physicians' offices and libraries.

As noted earlier, a special point was made in the second county coordinator meetings to emphasize the need for each coordinator's innovation in bringing the Search message to his/her particular area. In 13 areas, mayoral proclamations were written declaring a certain week as "Search for Special Children Week," for instance. In other areas, special correspondence was mailed to social and civic groups enlisting their support. And while the Division sent letters to religious leaders throughout the state to inform them of the campaign, local contact by individual coordinators resulted in publishing of the Search message in leaflets in a number of churches and synagogues during the campaign.

PUBLIC SERVICE PROGRAM

The initial judgement in planning the campaign strategy included consideration that the Division could in all probability expect to gain support from the media in the form of free public service announcements. As was noted earlier, however, such support would depend on each station's particular policy regarding the offering of free announcements when a paid media schedule was also indicated by the advertiser.

Results show that there were indeed considerable differences in reactions from stations in this request for free announcement consideration. Many stations suggested that they would run the announcements regardless of whether or not paid media placement was planned on their station or on any other media. Others noted that station policy dictated they either accept the announcements on a free basis or on a paid basis, but not both. Still others stated that they would simply match whatever paid schedule was offered to the station with additional free announcements. And as expected, there were a number of television and radio stations that gave no indication as to whether or not they would consider the announcements at all.

Regarding radio, records show the following results of the effort to gain public service airing of the Search message:

A total of 129 stations were contacted. Of these, 74 gave no indication regarding their disposition to the request.

Of the 55 stations that did respond, 4 indicated station policy forbade granting free announcements to an organization which was also purchasing time on any media. Three stations indicated they would grant a special charity rate for the Search project.

PUBLIC SERVICE PROGRAM (continued)

Of the remaining 48 stations, 10 indicated they would offer free spot announcements but did not indicate how many.

38 stations not only indicated they would offer free spots but specified the number of 30 second announcements that would be offered. The total number of announcements offered was 2541.

For the purposes of evaluation, then, it could be said that the effort to gain public service airing of the Search message on radio resulted in, at the least, 2541 free spot announcements representing 1,270.5 minutes of free air time.

Regarding television, the following results were recorded:

A total of 25 stations were contacted. Of these, 14 gave no indication regarding their disposition to the request.

Of the 11 stations that did respond, 2 indicated they would offer free spot announcements but did not indicate how many.

9 stations not only indicated they would offer free spots but specified the number of 30 second announcements that would be offered. The total number of announcements offered was 301.

Again, for the purposes of evaluation, then, it could be said that the effort to gain public service airing of the Search message on television resulted in, at the least, 301 free spot announcements representing 150.5 minutes of free air time.

RESEARCH SURVEY

As mentioned previously, the first planning phase undertaken for the childfind project was to survey the awareness and attitudes of a representative sampling of the state's population of parents of children, ages 0 - 21. While some of the questions asked in this survey were asked for planning purposes so that the objectives, as well as the public's attitudes, could be better clarified, a number of questions were included in the survey to serve as a means of measuring the overall effectiveness of the public awareness effort. Briefly stated, the following are tabulated responses to evaluative questions, including pre-campaign and post-campaign figures:

1. Percent of sample population believing their school system provided programs for handicapped children. Pre: 62% Post: 63%
2. Percent of sample population believing there is a public school program available to every handicapped child in their area. Pre: 48% Post: 53%
3. Percent of sample population believing a school program can benefit all handicapped children regardless of how severe their handicap is. Pre: 55% Post: 62%

RESEARCH SURVEY (continued)

4. Percent of sample population believing the public schools of Indiana should provide education for all handicapped children of school age. Pre: 88% Post: 87%
5. Percent of sample population believing the public schools of Indiana should provide education for all handicapped children of pre-school age. Pre: 60% Post: 60%
6. Percent of sample population believing the public schools of Indiana should provide education for all handicapped children of post-school age through 21. Pre: 69% Post: 72%
7. Percent of sample population having seen or heard any information about special education or related special services. Pre: 61% Post: 64%

Of these results, two points are of particular interest. First, an increase developed in the proportion of respondents who believed that the public school programs are available to all handicapped children in the area (question #2). And a significant increase occurred in the proportion of responsdents who believe that school programs can benefit all handicapped children (question #3). For all other questions, however, there was no marked improvement indicated in the post-campaign response.

Of most significance to the evaluation of the Search campaign, though, are the results shown in questioning continued from question #7 as noted above. There was, as indicated, no notable change in the percentage of respondents who had seen or heard about special education: what they had seen or heard at the end of the Search campaign, however, indicates the public's awareness of that campaign.

When asked, at the end of the campaign, what they had seen or heard about special education or related special services, 15.6% of the total survey population offered unaided answers specifically pinned to the Search campaign, including 2% of the total survey population responding with the exact words: Search for Special Children. Furthermore, when asked "have you heard about a program called Search for Special Children," a total of 28% of the survey population answered favorably.

Lacking figures from similar childfind projects conducted by other states throughout the country, there is no means of making a comparative judgement on the effectiveness of Search in reaching the state's population. Based on the above-mentioned research finding, however, one is at least left with the indication that better than one out of four of the parents of children ages 0 - 21 in the state of Indiana were aware of the Search for Special Children.

Add to this an assumed spill-over of the Search message to many others throughout the state--children, parents and grandparents alike--and one is left with an indication that the Search for Special Children project had major impact throughout the state of Indiana.

Child Identification/ Location Results

FACTS

It would seem appropriate in this final report of the Search for Special Children to present figures representing the total number of children found, their areas of exceptionality, and their current educational status. However, it is impossible at this time for two reasons. First, referrals continue to flow in, although certainly not at the rapid rate of the spring months. Second, the official end of Search coincided with the end of the school year. Thus many children who were identified are still working through the process toward placement, and reports indicating their exceptionality and educational status have not yet been received from local directors.

As an alternative, statistics are presented as available at the time of printing. Over twelve hundred children have been referred to date. They represent every geographic section of the state, and they come from large cities as well as rural areas. Their ages range from three weeks to twenty-eight years. A large number of these referrals have come from parents themselves. Others have been received from grandparents, aunts and uncles, ministers, teachers and social workers. It is interesting to note that many children have been referred by two or three different sources.

At the time of printing, 1,221 children have been referred. Of these, the age breakdowns are as follows:

Preschool age (0 - 6 years)	49%
School-Age (6 - 18 years)	33%
Post School-Age (18 - 21 years)	12%
Unknown (or over 21)	7%

In addition a number of referrals were received for individuals older than 21 years. Also a number of referrals gave no age.

Each parent who referred a child was sent a copy of the parent handbook mentioned earlier. The handbook, which gives information about special education in Indiana, was also mailed to any person who called or wrote to request additional information about Search or special education. To this date, over 650 such information requests have been received.

It is interesting to note that the telephone hot line and the post office box proved equally effective as means of receiving referrals. The telephone was used by a few more people than the postal service to make referrals, but more information requests were received by mail.

IMPLICATIONS

As stated in the previous section, 1,221 handicapped children were referred as a direct result of the Search. It must be noted that not all of these children were unserved (not receiving an education) at the time of their referral. There was a sizeable response from parents whose children are in school but are not necessarily being given full attention to their special needs.

The Search has helped to open communication channels between parents and the Division of Special Education. The toll-free telephone number provides the opportunity for parents to discuss difficulties they are facing locally. As a result, by working together, solutions may be more easily reached at the local school corporation level. Some of those who called were unaware of their rights in obtaining appropriate educational programs for their children. Again the parent handbook was sent to answer their questions, following a telephone discussion.

The fact that approximately half of the referrals were of preschool-age children indicated the interest of parents in seeking early intervention services. Yet services for preschoolers were not emphasized in the statewide Search campaign, and as the research findings indicated, most parents did not consider the public schools as a likely source of advice and assistance to contact regarding services for preschool children with possible handicapping conditions. In consideration of these facts, a guide was developed for parents of preschoolers. Entitled "From Crib to Kindergarten," it is a 6-inch-diameter wheel which traces the normal development of a child from ages one month through five years. Written in lay terms, it instructs parents to contact their local special education director or school superintendent in the event they believe their child might require special services.

Ongoing Child Identification System

In order to establish the ongoing system of child identification, the capabilities for carrying out public awareness and child identification and location are being transferred to the LEA. Based on preliminary results of the campaign, as well as reflections on the overall experience of undertaking a childfind project, a public information guide has been developed. This guide, which will be distributed to all local special education directors in the state, outlines the various activities that could be undertaken on the local level to maintain public awareness of special education services and to insure that location and identification of missing children continue in the years to come. Many of the suggested activities were ones undertaken by the state and by county coordinators during the formal two-month Search project, with the key activity suggested being the continuation of a speaker/film program utilizing the still-valid and appropriate film developed for the Search.

The LEA will continue as in the past with responsibility for screening, evaluation, case conferencing, placement and reassessment. These procedures must be carried out for every child receiving special services, with the single exception of speech and language programs. There is already a component in use within the LEAs for referral of a child who is in school but not receiving appropriate special services. An annual report will be submitted to the Division by each LEA, describing its childfind plans and the results of its efforts.

After the manuals are distributed and individual LEA reports have been submitted, the assumption will be made that ongoing child identification procedures are operational in all areas of the state.

Appendixes

A. Coordinator Kit for first session.....24
B. Data Forms.....38
C. Coordinator Kit for second session.....40
D. Search for Special Children Film Text.....52
E. Radio Announcements.....61
F. Television Public Service Announcement....62
G. Coordinator Materials.....63
H. Advertisements.....66
I. Parent Handbook.....69
J. Sample Newspaper Clippings.....70

Coordinator Kit

Distributed at first planning session

COORDINATOR

PLANNING ACTIVITIES CHECKLIST

The following activities should be accomplished prior to the final regional meeting scheduled for the week of March 22nd.

____1. Know the project. Familiarize yourself with the policy statement, fact sheet and timetable. If you have any questions, now is the time to ask.

____2. Organize a speakers list. Plan now to have from four to five qualified speakers available for the speaker/film programs scheduled in your area.

____3. Arrange speaker/film programs. April and May have been set aside for presenting speaker/film programs. Our goal is to reach as many communities as possible, giving every state resident a reasonable chance of attending a program in his area, but it will require your contacting groups now to achieve this goal.

____4. Determine locations for information distribution. Get commitments now, so that you will have a place to distribute brochures, posters and other materials as soon as you are handed these materials at the final regional meeting.

____5. Enlist volunteers. Begin enlisting manpower now, so that you will know who you have as a team by early March, be able to conduct your county volunteer meetings by March 31st, and have the trained manpower to assist your efforts for April and May.

1. KNOW THE PROJECT

Within this section are copies of the Division of Special Education project policy statement, a brief project fact sheet and a time-table through the public awareness and initial identification stages.

Familiarize yourself with these materials, as these have been prepared for your use in maintaining a consistent presentation of the project in the event you are called upon to discuss the project with the general public, special groups and the press.

By failing to refer to these materials, we run the risk of many and varied interpretations as well as possible misinterpretations of the project and its goals. Already, for instance, an article has appeared describing this search as a "search for retarded children," when in fact it is a search for all handicapped children -- not just those who are mentally retarded.

NOTE: Additional copies will be issued to you for use as handouts to persons requesting project details. In the event you need more copies or wish further clarification, contact your regional coordinator.

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633-6610

Division of Special Education
120 West Market Street – 10th Floor
317/633-4763

POLICY STATEMENT

SEARCH FOR SPECIAL CHILDREN

In 1969 the Indiana General Assembly passed a mandatory Special Education Service Act requiring each local school corporation to provide, by July 1, 1973, educational services for all handicapped children between the ages of six and eighteen. Today there are many children still not receiving a free public education within the State.

In recognition of this discrepancy, the Indiana Department of Public Instruction, Division of Special Education, is conducting a state-wide project, called SEARCH FOR SPECIAL CHILDREN, in an effort to locate as many of these unserved children as possible, evaluate their individual needs, and offer each child--regardless of severity of his handicap--an educational program appropriate to his needs.

For many years, the burden of finding these appropriate services has been left largely to the parents themselves. And until recently, this burden was compounded by the fact that many school corporations simply lacked adequate special educational services.

As dramatic as the growth in services has been, many schools still recognize the need for continued improvement, particularly in expanding programming for the "under-served" handicapped children now attending public school but lacking optimal individualized services. With so many children still remaining at home untouched by any of the available programs, however, the need to reach these altogether unserved children has become the highest priority.

According to Pam Peterson, consultant to the Division of Special Education

Policy Statement - Search for Special Children
Page Two

and head of the state-wide project, one of the major reasons for the apparent failure to reach these children is that school officials in a position to provide services for the handicapped do not know who these children are. Until parents make their handicapped children's needs known to the schools, the schools can do nothing for their children.

Many parents have not made these needs known because they believe their children are too severely handicapped to benefit from any school program. Others feel their children could benefit but are unaware of the fact that schools either presently have appropriate services or must establish these programs once the children's needs are known. Still others, lacking a clear understanding of the considerable legislation, policies and safeguards now affecting the education of handicapped children, remain fearful of the entire special education process.

By conducting an extensive public information campaign as the first step in SEARCH FOR SPECIAL CHILDREN, the Division hopes to clear up many of these misconceptions, open the channels of communication between parents and special educators, and facilitate efforts to locate these unserved children.

The campaign calls for establishing a toll-free telephone information exchange and a network of information centers throughout the State. In addition, speakers, films and printed materials will be made readily available to provide the public with further information on handicapping conditions, the rights of handicapped children, the extent of special educational services now available, and the process for gaining entry into public school programs appropriate to children's special needs.

These efforts will be supported by a mass-media public awareness program to reach not only parents of handicapped children but those who may be in a position to advise and assist these parents in seeking special educational services.

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633-6610

Division of Special Education
120 West Market Street – 10th Floor
317/633-4763

FACT SHEET

SEARCH FOR SPECIAL CHILDREN

WHAT: The state-wide project, called "Search for Special Children," is a search for all handicapped children residing in the State who are not currently receiving a free public education. The project includes a mass-media public awareness program in support of the search.

WHO: The Indiana Department of Public Instruction, Division of Special Education.

WHEN: Spring, 1976. Official starting date for conducting the search is March 31, 1976, with completion by May 31, 1976.

WHERE: Throughout the state of Indiana on a county-by-county basis under the direction of county and regional coordinators.

WHY: Despite the fact that, in 1969, the Indiana General Assembly passed a mandatory Special Education Act requiring each local school corporation to provide, by July 1, 1973, educational services for all handicapped children between the ages of six and eighteen, there are many children today who are still not receiving a free public education within the State.

In recognition of this discrepancy, the "Search for Special Children" is being conducted in an effort to identify, locate and evaluate as many of these "unserved" children as possible, so that full educational opportunities may be offered these children--regardless of the severity of their handicaps.

These efforts will be supported by a mass-media public awareness program to reach not only parents of handicapped children but those who may be in a position to advise and assist these parents in seeking special educational services.

CONTACT: Further information is immediately available from Pam Peterson, project director. Mrs. Peterson may be reached at 317-633-4763, Monday through Friday, at the Division of Special Education, 120 West Market Street-10th Floor, Indianapolis, Indiana 46204.

2. ORGANIZE YOUR SPEAKERS LIST

One key element in the public awareness effort is to offer as many people as possible the chance to see and hear the special education story. The fifteen minute film developed for the project, narrated by Dick Van Dyke and titled "Search for Special Children," goes a long way in telling this story and presenting the facts on Indiana's search. Add to this the comments of a special educator and the capability of this speaker to answer the many questions an audience might ask, and we've a complete, unique program to offer the general public.

The subject of how to arrange speaker/film engagements will be covered in the next section: but first you will have to be sure you have a group of capable speakers lined up and available as required. The following materials should help you in this effort:

a) Speaker recruitment information
b) Speaker fact sheet
c) Speakers list

NOTE: We don't know yet how few or how many speaking engagements will be arranged in your area. We recommend, however, that you include 4-5 possible speakers on your list, so that you will be sure to have someone available as required and will be sure to lighten the load on any one speaker. At least 2 of these speakers should be available to meet luncheon program schedules.

SPEAKER RECRUITMENT INFORMATION

The need for lining up qualified, willing speakers cannot be overemphasized, as the film/speaker programs are an integral, critical element of the entire project. Contact with speaker prospects, then, should be in person, and you should be prepared to fully explain the project, the need for speakers and the involvement that would be requested from speaker volunteers. The following points should be stressed in your recruitment presentation:

1. Goals of the "Search for Special Children" project include: finding the handicapped children who are not now receiving a public education within the state, and creating a greater public awareness of, and appreciation for, special children and their special educational needs.

2. The key to creating greater awareness will be to offer local groups and organizations the opportunity to see and hear a film/speaker program, with the hope that these people will then have the knowledge to advise and assist parents in seeking special educational services for their children should that opportunity arise.

3. The first half of a film/speaker program would be devoted to showing a film running approximately fifteen minutes, narrated by TV and movie star Dick Van Dyke, that fully explains the "Search for Special Children" project.

4. The second half of the program would be devoted to brief comments by the speaker, followed by a brief question and answer session.

5. Brochures would be handed out at the end of the program directing the audience to a name and number to call should they have further questions regarding the project.

6. Speaker engagements would be offered during the months of April and May, based on availability of the speaker.

7. Speakers would be asked to offer suggested times and days they would be available to speak to groups. <u>This would not constitute an absolute commitment</u> to any particular time or day, but would be useful in planning for possible programs.

- more -

3. ARRANGE SPEAKER/FILM ENGAGEMENTS

We have an excellent film to show the public, and we should have excellent speakers to round out the program and answer questions from the audience. What we still need, however, is an audience for such a program.

It will be the county coordinator's responsibility to make contacts with local groups and sell them on the idea of holding a speaker/film program for their group ... or better yet, sell them on the idea of holding a speaker/film program open to the community as a community service, so that anyone interested in special children and special education can attend.

Our goal is to reach as many communities as possible, giving every resident a reasonable chance of attending a program in his area. Our goal, too, is to reach these people outside of a public school or handicapped services setting whenever possible. In this way, we will increase our chances of reaching people who might otherwise never be exposed to special education and the needs of special children -- people no less likely, however, to be in a position of someday meeting these needs.

Attached are materials to guide you in arranging speaking engagements, including the following:

a) List of possible contacts
b) Program invitation
c) Publicity release sample
d) Speaking engagement schedule
e) Speaking engagement report

PLEASE NOTE: Further information will be provided at the regional meeting the week of March 22nd regarding additional publicity possibilities, arranging for showing the film and scheduling programs.

LIST OF POSSIBLE CONTACTS

You are in the best position to determine the most likely, most effective sources of possible speaker/film engagements. The following should, at least, give some indication of the many groups that could be contacted.

Elks
Lions
Moose
Soroptimists
Masons
Senior Citizens Groups
Knights of Columbus
Area Alumni Clubs
Jaycees
YM-YWCA
Rotary
Kiwanis
Area Women's Clubs
Optimists
League of Women Voters
International Order of Odd Fellows
American Legion
American Legion Auxiliary
Area church groups
Extension Homemakers
Kappa Kappa Kappa
Knights of Pythias
VFW
VFW Auxiliary
Public Libraries
Neighborhood Associations
Urban League
Chambers of Commerce
PTA and PTO
Education-related organizations
Other social service agencies

PROGRAM INVITATION TO LOCAL CLUBS & ORGANIZATIONS

Dear _____:

We are pleased to offer TV and movie star Dick Van Dyke in a unique film presentation for your coming meeting schedule.

Titled "Search for Special Children," the film provides a fast-paced, high-impact look at Indiana's special children -- children with mental and physical handicaps. A native Midwesterner who holds a deep appreciation for Indiana's special children, Mr. Van Dyke presents a story centering on special children, the world of special education and the need to see that each and every special child in Indiana receives the full benefits of a special educational program.

It is not a sad story: it is an encouraging story of what is being done and what can be done so that these children can live up to their potential, gain a sense of personal worth and enjoy a full and meaningful life.

In addition to this heart-warming fifteen minute film, we offer you, when available, a speaker well-versed on the subject of special children and ready to answer the many questions your members might have.

Offered as a public service by the State of Indiana, the program is sure to bring a new awareness to audiences who might otherwise never gain exposure into the world of special children. Some of your members may even know of such children who could benefit from this far-reaching new program.

To schedule this unique and moving program for a meeting date anytime during April and May, simply contact:

_____

_____

_____

May we hear from you soon?

(SUGGESTED RELEASE TO BE USED IN ANNOUNCING OPEN MEETING)

For Immediate Release

(name of contact)
(telephone contact)
(date)

PUBLIC INVITED TO PROGRAM ON INDIANA'S SPECIAL CHILDREN

Indiana's special children -- children with physical and mental handicaps -- will be the topic of a unique program being sponsored by (name of organization). Open to all interested residents, it will be held (date), (time), at (location).

Highlighting the program will be a film presentation titled "Search for Special Children" and featuring TV and movie star Dick Van Dyke. A native Midwesterner with a strong appreciation for Indiana's special children, Mr. Van Dyke presents the encouraging story of Indiana's special children and the world of special education.

In addition, (name of speaker) will be on hand to address the audience and field the many questions regarding handicapped children, and what can now be done for these children so that they may develop to their full potential and enjoy a meaningful life. (name of speaker) is (speaker description) and is (more description).

The program is offered as a public service by (name of organization) in conjunction with the "Search for Special Children," a state-wide project of the Indiana Department of Public Instruction. Goals of this "Search for Special Children" are (1) to locate the many handicapped children still not receiving a free public education within the state, and (2) to create a greater public awareness of the special needs of these often-overlooked children who account for nearly ten percent of Indiana's youth population.

- 30 -

4. DETERMINE LOCATIONS FOR INFORMATION DISTRIBUTION

The goal of the information distribution program is the same as that of the speaker/film program: to reach a public that might otherwise never be exposed to special education or the needs of special children.

Your specific responsibility in this area is to determine the best locations for distributing posters and informational brochures. It is important to note that the emphasis has shifted from providing "information/identification" centers to providing strictly "information" centers; for while you may very well get on-the-spot referrals, it is not feasible to conduct an actual on-site identification of handicapped children.

The following should be included in your distribution of information, though it will be your responsibility to determine the best possible "mix" of these methods to reach the people in your area:

1. Information centers with volunteer staff. For shopping malls or large grocery stores, the amount of shopper "traffic" will merit setting up a small table with counter-top display and, most importantly, with volunteers present to personally hand brochures to people passing by. With volunteers on hand, you will benefit from personal contact with the public, and will afford interested persons the opportunity to learn first-hand about the project and have general answers to their questions on-the-spot.

2. Counter-top displays. This includes locations such as banks; medical buildings; health, education and welfare offices; city halls; larger drug and grocery stores, and libraries. These should be selected also for high "traffic," so that people seeing the approx. 14" by 18" stand-up poster with pocket, will be able to easily pull out a brochure to take with them.

3. Window displays. In high traffic areas where information centers or counter-top displays are not possible, posters can be placed so that the public can at least see a toll-free number and post office box to write for more information.

Brochures, posters and counter-top displays will be available at the final regional meeting, so you should know by then approximately how many locations will be included in your area. The attached sheet offers suggestions on how to make location arrangements.

Also included is a totaling sheet to be used at the final regional meeting.

ARRANGING INFORMATION DISTRIBUTION LOCATIONS

1. Select locations for information centers with volunteer staff first. Contact should be made in person so that you can fully explain the project, offer a fact sheet if necessary, and be on hand to answer any questions. In the case of shopping malls, you may have to ask a shop owner for the name and number of the mall management contact so that you can call for an appointment to discuss your request. In any case, be prepared to suggest the days and times you wish to set up your center and the specific locations you had in mind for placing the table and stationing your volunteers.

2. For counter-top displays, an inquiry by phone should suffice in most cases. In the event the store or office manager requires more details, you may wish to send a fact sheet along with a short note stating your request.

3. You should not have to get permission now for future placement of window poster displays. Your request can come in person, with poster in hand, following our final regional meeting. You should have a good idea, however, of the areas or neighborhoods you wish to consider for poster displays, so that once you have the materials in hand you will know where to direct volunteers to place window posters. A special effort should be made to consider areas not "covered" by information centers or counter-top displays.

4. Keep a running list of approved locations for distribution of materials along with the days and hours, volunteer manpower needs, names of contacts who gave approval and other information. Given this record, you will be able to assess manpower and material needs and have a complete schedule on hand for use in directing distribution and volunteer assistance.

5. ENLIST VOLUNTEERS

In addition to speakers, you will need the assistance of volunteers for manning information locations and distributing materials. You may, in fact, wish to have volunteer assistance in completing the previously-mentioned planning activities. In any case, begin lining up volunteers now so that you will know by early March who you will have for assistance. Immediately following the final regional meeting, then, you should conduct a briefing session for these volunteers so each knows his/her assigned responsibility for your area effort.

As a recap, consider using volunteers to help you in the following:

1. Arranging speaker/film programs through contact with local groups and organizations.

2. Serving as speakers.

3. Assisting in delivering film, projector and screen to speaker/film programs when necessary.

4. Contacting locations and getting commitments for setting up information centers and counter-top displays.

5. Staffing information centers.

6. Distributing materials to all locations for information centers, counter-top displays and window poster displays.

Data Forms

SEARCH
FOR SPECIAL CHILDREN

CHILD IDENTIFICATION NUMBER - _____

TELEPHONE REFERRAL

Child's Name _____ Age _____
(first) (last) Birthplace (if known)

Parent or Guardian's Name _____
(first) (last)

Parent or Guardian's Street Address _____

City _____ County _____
zip code

Telephone (if known) _____
(area code) (number)

Referred by: _____parent Is the child in school? Yes ___ No ___

_____other

How did you hear about Search? _____

What school district does the child live in? _____

Additional Comments:

Date Received _____ By Whom _____

SEARCH FOR SPECIAL CHILDREN
Individual Data Record
Indiana Department of Public Instruction

Instruction: Respond to the following questions according to the directions which are specified for each question.

I. Child Identification Code

__ __/ __ __/ __ __ __ __ __

II. Birthdate (month, day, year)

__ __/ __ __/ __ __

III. Assessment in Accordance with Rule S-1
A. Completed comprehensive psychological evaluation?

___1. Yes
___2. No

B. Completed medical examination?

___1. Yes
___2. No

IV. If assessment has been completed, what exceptionality was revealed? (Use definitions specified in Rule S-1; Check only one of the following categories)

___01. Multiply Handicapped
___02. Physically Handicapped
___03. Visually Handicapped
___04. Hearing Impaired
___05. Emotionally Disturbed
___06. Neurologically Impaired/ Learning Disabled
___07. Communication Disorder
___08. Educable Mentally Retarded
___09. Trainable Mentally Retarded
___10. Severely-Profoundly Mentally Retarded
___11. None

V. Has a case conference been held?

___1. Yes
___2. No

VI. What action has been taken by the Special Education Planning District to provide service to this child? (Check only one)

___1. No exceptionality revealed by either the referral follow-up or the assessment. No special service needed.
___2. Placed in public school program.
___3. Program not yet available but being planned.
___4. Family referred to other agency for services (specify agency) _____.
___5. Exceptionality detected but no action taken to provide service (specify reason) _____.

VII. What type of program placement has been made, if placed? (Check only one.)

___1. Full-time special class homogeneous by exceptionality
___2. Part-time special class homogeneous by exceptionality
___3. Resource room
___4. Itinerant teacher
___5. Regular class with no special services
___6. Full-time special class heterogeneous by exceptionality
___7. Part-time special class heterogeneous by exceptionality
___8. Home bound programs
___9. Other (specify) _____.

Coordinator Kit

Distributed at second planning session

HOW TO WIN FRIENDS AND INFLUENCE PEOPLE WHEN SPEAKING ON BEHALF OF THE "SEARCH PROJECT"

1. Be prepared! Prepare in advance the key points -- communications objectives you want to get across. Your credibility will be enhanced if you speak without notes but it is also wise to have a list of the main points as a reminder of the ground you wish to cover.

2. Anticipate questions from your audience and be prepared with positive answers. Some useful phrases in fielding questions....

   When the question is beside the point.... "You raise an interesting question ...." or "That's an important question but opens up a whole new area.... I will be happy to discuss it with you after the program...."

   on being asked a question you can't answer .... "That's a difficult question and I don't have the answer but I will be happy to check on it for you."

   on being interrupted....let the interviewer state his question then say, "let me finish this statement (thought, answer) then I'll answer your question"....and do so -- if you can't remember his question, ask him to repeat it.

   on an inaccurately paraphrased question which usually starts with "you mean to say?' .... "not exactly .... What I said was" then repeat, word for word, what you said.

   to the person who fires questions faster than you can answer ....if you can't answer all of them in a statement or two .... "You've asked a number of questions, which one would you like for me to answer first?"

   on a barbed or "loaded" or "trap" question or one that is intended to place you on the defensive .... "You've raised an interesting point but our position is".... "our findings (cite sources) indicate that." .... never repeat a derogatory statement or false information.

   on attempts at being baited into badmouthing the opposition.... "Everyone is entitled to his own opinions but this is the way we feel...."

   when faced with a totally unexpected question or request for information on a controversial issue when you are unsure of your ground...."I will need to consider our position on that issue (subject) and check some facts before I can answer that." Then offer to do so and call the questioner back.

-more-

"How To Win Friends And Influence People When Speaking On Behalf Of The 'Search' Project"
Page Two

when questioned about a controversial issue or an opponent's position.... "Yes, I am aware that .... doesn't feel as we do....or is for the proposal you stated but...."

when faced with impossible, difficult to answer or leading questions.... "Well, what do you think....How would you judge...."How would you go about?"

3. Presentation content....
Always tell the truth - Don't make a statement you can't back up or engage in mis-direction; you will be found out eventually.

There is no such thing as "off the record" so only make those statements that you would want to appear in print or heard on radio and television.

KEEP YOUR PRESENTATION POSITIVE.

4. Platform techniques....
Above all else, keep cool. Answer all questions in an even controlled pace, be natural, not overly agressive or retiring. Maintain your composure, no matter how outrageous the question or agressive the questioner. Never be antagonistic in your response or belittle (or make fun of) the intelligence of your audience. Keep command of the situation.

Establish individual "eye contact" with your audience...it's the best way of getting them involved...getting them to react to you and your message. Keep your presentation to the point and as short as possible without sacrificing any of the content. As the preacher said, "We feel no souls are saved after the first ten minutes...." He's also the preacher who feels that if he has made one point during the sermon, he's done a good job: too many points just confuse the congregation.

KEY POINTS REGARDING THE SEARCH FOR SPECIAL CHILDREN

1. The Search for Special Children is a search for all special children in Indiana from 0 through 21 who are not now in school getting the benefits of a free public education.

2. Anyone having, or knowing of, a special child not in school can help by either calling or writing to let the schools know who the child is.

3. Anyone wanting more information about special education or having particular questions they wish answered can also call or write.

4. The toll-free number is 800-382-2046. The Post Office box is Box 1946, Indianapolis, 46206.

5. When they call or write, the schools will want to know the child's name and approximate age, the parent or guardian's name and address, and if possible, their phone number.

6. The schools don't want--and won't ask for--the name of the person giving the referral (unless, of course, it's the parent or guardian), and all information is strictly confidential.

7. Once the Division of Special Education has a child's name, they will get in touch with the director or administrator of special education in the child's area.

8. That local director, or someone from the director's office, will then get in touch with the parents or guardian, will talk with them about the child and the child's needs, and may suggest a meeting to determine whether or not an evaluation is necessary.

9. The point to all of this is to get the parents of special children together with the local schools.

10. A second point to the project, though, is to give everyone a better idea of what special children and special education are all about--because even if they don't have or don't know of a special child needing help now, someday they just might be in that position.

KEY QUESTIONS REGARDING THE SEARCH FOR SPECIAL CHILDREN

(The following are basic questions asked about the project and are ones that might be suggested for use by an interviewer should the occasion arise.)

1. Question: Why is this whole project necessary?

   Answer: The government estimates that there are over 1 million special children throughout the country who are in need of a special education but are not getting it. We don't even have a ball park estimate for Indiana, but we can only assume a portion of these children are out there not receiving an education.

2. Question: Isn't it the parents' responsibility to see that their children are in school--and not the schools' responsibility to go looking for these children?

   Answer: If we could just wipe out the past history of special education and assume that every parent had all the information about the special education programs available, how they can benefit their child, what rights and protections have been set down in law, and knew just how to go about getting their child into the proper programs, then yes--the schools wouldn't have to take on a project like this. But we have every reason to believe that there are many parents in the state who don't know this information and, in many cases, hold a lot of misconceptions about special education that we have an obligation to clear up.

3. Question: What are some of these misconceptions?

   Answer: Some parents think their children are too severely handicapped to benefit from any educational program. Some think they might benefit but don't know how to go about getting their children in a program. Some might have been turned away by the schools--or know of others who were turned away--prior to the time special education programs became mandatory. They don't know that the schools must provide programs now, and that if they don't have programs they must start them once they know of the children's needs. Still others fear the whole process: for one, there has been a real stigma attached to special education in the past...and for another, they fear they are going to be in an antagonistic situation the minute they talk with the schools.

4. Question: Why is the search for children ages 0 through 21 when the mandatory legislation only covers children 6 to 18?

-more-

"Key Questions Regarding The Search For Special Children"
Page Two

Answer: The schools must provide programs for children 6 to 18 but the law allows for schools to provide programs for children as young as three and as old as 21. In the case of deaf children, the schools are allowed to have programs for children as young as 6 months. Not every school has programs for pre and post school children, but if they know there are children out there who could benefit. And in many cases, there are privately-funded programs and services available to these children. Finally, the schools want to know about these children so they can be planning for future programs and enrollment.

5. Question: So not every child turned up in the search is going to automatically be offered a program?

Answer: If the need is determined for any school age child, yes, they will be offered a program--they must be offered a program. But for pre-school and post-school, it just comes down to the fact that until the schools know about the child, there is absolutely nothing the schools can do. That's the key to the whole problem: there is absolutely nothing the schools can do for the children unless they know who the children are and know their needs.

-30-

TYPICAL QUESTIONS TO PREPARE FOR SHOULD THEY BE ASKED

(The following are some of the key questions that have already come up in past presentations. They may never be asked of you or your volunteers, but you should prepare for them in any case.)

1. Question: Do you want to know about children who are in school but not getting an appropriate education?

   Answer: The Search for Special Children is specifically looking for children not now in school because there has never been a procedure for doing this before. There are existing procedures covering the "underserved" or "inappropriately served" children. So while we can give information about these existing procedures, there is nothing we can do that a parent couldn't do by contacting his local director of special education directly.

2. Question: We didn't feel the public school's program was any good for our child so we have him in private school. Do you want his name?

   Answer: Yes, we want this information. But, of course, as long as the school offers your child a program and follows the other procedures already set up to protect your child's rights, then there is little else they can do if you choose to send your child to a private school instead.

3. Question: I've got a child that isn't getting the right attention. We think he should be in one class, but the school thinks he should be in another. What do we do?

   Answer: I can only address the Search project. I don't know all the background of your child and am not in a position to really advise you on what to do. But if you'd like to get with me after the program, I'll be glad to talk with you some more on this.

4. Question: Let's say you find unserved children and there is no program available so you make funds available to the schools to start a program. What assurances do we have that the schools will start the program?

   Answer: If the children are between 6 and 18 the schools must, by law, offer the children a program. And the number one funding priority is to set up programs for children not in school. But we can't force funding on schools -- it's their right to decide on how a program will be set up.

5. Question: How much funding is available and where does it come from?

   Answer: I really can't speak for funding because I just don't have all the information on it. I do know that the state has some federal funds earmarked for new special education programs for unserved children, and that it includes funds for setting up such things as

- more -

Typical Questions to Prepare for Should They Be Asked
Page Two

pre-school programs, too, if the schools wish to start such a program.

6. Question: Is this a one-shot program or will you do it every year? And why is it being done on a state level instead of being done on a local level? Can't the local schools do this? I know that ARC did the same thing a few years ago? What ever happened to their program?

   Answer: You've raised a number of questions. Which one would you like me to answer first?

7. Question: Is this a one-shot program?

   Answer: We're setting up procedures now for an on-going referral system for future years. So while this is the only time we'll be having a full-blown Search project, we will hopefully have the problem solved so there is no need to have another Search in the future.

8. Question: Here you are doing this big project to find unserved children while there are all kinds of kids now in school that aren't getting the right education? How do you justify that?

   Answer: I am as well aware as anyone that not every child is getting the best possible special education, so I understand your concern. But even though we have a long way to go in some areas, we've come too far to let any child go without an education altogether. That's the big point of the project and the big priority. This one program can't do everything.

9. Question: If I have a child who is in school but not being served appropriately, do you mean to tell me we should take our child out of school altogether so that he can be classified as unserved and a new program can be developed for him?

   Answer: Even if you were to take your child out of school, the school is still going to be offering that program. So to have your child reclassified as "unserved" wouldn't be of any use: you'd just be making more work for yourself in getting your child back into that same program. So no, I don't mean to tell you that at all.

HOW TO GET ADDED PRESS COVERAGE IN YOUR LOCAL AREA

On April 1, Governor Bowen will announce the SEARCH FOR SPECIAL CHILDREN project at a brief press conference in the House Chamber of the State Capitol Building, Indianapolis. Prior to this conference, we will be sending a general press announcement to all news media in the state for release on the hour of Governor Bowen's announcement (tentatively scheduled for 11:30 a.m.). In this way, all news media will have the story at the same time, regardless of whether or not they are able to attend the Indianapolis conference.

In addition to this state-level effort, however, there are a number of ways to get added press coverage for the project at a local level after this April 1 kick-off.

Special Children Feature Series. Copies of this five-part series are being supplied to you so that you can hand-deliver these to editors of newspapers in your area. Hand delivery is emphasized because of the obvious value to the project of having these articles appear in print. Each article has been carefully written to make a particular point about special education -- each in a light, non-technical way that should be of general interest to any paper's readership. And each has been edited for accuracy and approved for distribution by the Division of Special Education.

We request that you wait to contact newspapers with this series until the week of April 5, to allow for some leeway from the time of the kick-off release. When you do make contact, we suggest you ask editors to consider the articles to run either as a five-day or five-week series. Please remember, though, that not every paper will be able to print the series -- particularly if their space is limited so we can only ask for their consideration, stressing the project's importance but respecting their positions and their ultimate decisions on what can and is printed.

Local stories of local interest. While the feature series gives general information of broad interest -- and without specific identification -- there are no doubt countless local stories that could supplement the feature series and shed more light on special children and special education.

Is there one particular special education program that you know of that specifically illustrates how far we have come in serving special children?

A particular child who has benefited from special education whose story might be told with parent consent? A parent of a special child with a positive statement to make that might benefit parents doubting the benefit of special education?

Is there a school planning, or willing to plan, an open house for parents, friends, public and press so that the general public can get a closer look at what is being done in special education?

Do you have something special planned in your area for getting the word out on the SEARCH that might in itself be newsworthy?

- more -

"How To Get Added Press Coverage In Your Local Area"
Page Two

Are there any school administrators or special education directors or teachers who could possibly speak out and add new and unique support to the project?

Are there any volunteer organizations or service groups who are making a special contribution to the project that could be recognized?

You are in a position to know the stories or know the people who do--and you are in the best position to contact the press (radio, television or newspaper) whether you do it by handing over a prepared release or fact sheet, or by simply offering a possible story idea on which they might wish to follow through.

For your reference, a sample release and a sample fact sheet are offered on the following pages.

-30-

The What, When, Who, Where, Why and How of a News Release

You don't have to be a Hemingway to write a good news release: just include the five W's and H above in a clear concise form. Make sure names are spelled correctly, dates and hours clearly given and location specifically defined -- e.g. Mrs. John Q. Marks, 500 N. Main St., 6:00 p.m. today (July 20).

Submit your stories before the event and in ample time to meet paper deadlines. Type your release following the example in this kit which calls for release dates, names and phone numbers for the paper to call if there are questions.

If you want a photograph, send a request with your news release and suggest ideas for the picture. Follow up your request with a phone call. In order for the paper to schedule the photo and for you to set up the meeting, make your request at least two weeks before you want the picture used.

Send your story to only one person at the paper. And if your activity is of major interest and you hope for prominent publicity, send your release to only one paper and indicate that it is their exclusive story. If the activity involves more than one release, you might decide to alternate: send the first release to one paper, the second to the other paper.

Now that reminder: newsboys would have a broken back if the papers printed all the material that crossed their desks. With their limits on space, editors must judge which news is most important or most interesting to their readers. So gear your expectations to a realistic appraisal of the general news content of your event. It might be helpful if, as you write your story, you put yourself in the place of the man sitting with his cup of coffee at the breakfast table reading the day's news -- what details of your activity would interest him, what would catch his attention?

Sometimes it is helpful to prepare fact sheets. This is true if you are sending out several stories on the same event, if you are writing to a list of papers, radio and tv stations asking for special coverage or if your information is lengthy or complicated. The fact sheet gives the busy editor a quick way to see the whole story. It gives a reporter reference material as he writes his story.

The main points to remember: be accurate with dates, names, places and all other vital information; be as brief as possible, but tell your complete story. Type your stories and either mail or deliver them to the proper person in time to give the papers or stations a chance to use the news to its best advantage (and to yours).

For: Indiana Dental Association
402 Jefferson Building
One Virginia Avenue
Indianapolis, Indiana 46204

Contact: Barbara Rafferty
(317/632-6501)
August 11, 1975

FOR IMMEDIATE RELEASE

FREE DENTAL INSPECTIONS TO BE OFFERED AT STATE FAIR

The Indiana Dental Association's Council on Dental Health Education will once again team up with the Dental Division of the Indiana State Board of Health in offering free dental inspections at the Indiana State Fair, Aug. 14-24.

Over 1,500 children from around the state are expected to take advantage of the free inspections and view dental health displays in a new, walk-through mobile facility to be located directly across from Hook's 1890 Drug Store for the duration of the fair.

The inspections will be provided by staff members of the State's dental division and by three Indiana Dental Association members, Dr. Walter A. Crum, Richmond, member of the Council on Dental Health Education; Dr. James E. Vaught, Indianapolis, consultant to the council, and Dr. James R. Lindeman, Indianapolis. Division staff member Dr. Victor H. Mercer will head this year's program.

"The inspection is certainly no substitute for a thorough examination by a family dentist," according to Dr. Mercer, "but through our screening process we will be able to identify dental problems and refer the children to their dentists when necessary."

Any child between the agestof 3 and 17 is eligible for the free inspection, which will be offered from 10 a.m. to noon and 1 to 5 p.m. daily.

-30-

SAMPLE FACT SHEET

For: Indiana Dental Association
402 Jefferson Building
One Virginia Avenue
Indianapolis, Indiana 46204

Contact: Barbara Rafferty
(317/632-6501)
August 11, 1975

FACT SHEET: FREE DENTAL INSPECTIONS AT STATE FAIR

WHAT: Free dental inspections for children, ages 3-17, attending 1975 Indiana State Fair.

WHEN: August 14 to 24. Daily from 10 a.m. to noon and 1 to 5 p.m.

WHERE: State Fairgrounds. Directly across from Hook's 1890 Drug Store in a light, blue, walk-through mobile unit.

WHO: The Indiana Dental Association's Council on Dental Health Education will team with the Dental Division of the Indiana State Board of Health in offering the inspections. Division staff member Dr. Victor H. Mercer will head the program.

The unit will be manned by members of the State's dental division and by Indiana Dental Association members including Dr. Walter A. Crum, Richmond, member of the Council on Dental Health Education; Dr. James E. Vaught, Indianapolis, consultant to the council, and Dr. James R. Lindeman, Indianapolis.

More than 1,500 children are expected to receive inspections. While not intended to be a substitute for a thorough examination by a family dentist, the inspections will include identification of dental problems, possible referral to a family dentist for immediate care, and dental care instruction for children and their parents. In addition, children will receive a balloon saying: "I've had a dental check-up. Have You?"

WHY: Approximately 55 % of children participating in the program in past years have shown visible need -- even emergency need -- for treatment. In view of this, participating organizations wish to promote continued regular attention to dental care.

Search for Special Children Film Text

VIDEO	AUDIO
VAN DYKE IN CASUAL CLOTHING WALKING DOWN STREET OF HOUSES, PANTOMINE PLAYING FLUTE	MUSIC: IN BACKGROUND, WITH FLUTE SUGGESTED LYRIC: "Indiana's children, search for the special children, special little children, come to us. If we can find you, we can help you. We're searching for you, searching for the children, Indiana's special children, come to us."
VAN DYKE ALMOST DOES A LITTLE JIG.	MR. VAN DYKE ON CAMERA: If I were the pied piper, I'd stroll the streets and towns of Indiana and charm all the handicapped children - the special children - into school. I'd stop at every door and knock and say "Any special children here? Come on to school!" and off we'd go.
CU: VAN DYKE OPENING A DOOR. CUT TO: HAPPY CHILD IN WHEELCHAIR SMILES, WAVES.	
VAN DYKE WALKING OVER A HILL.	MUSIC: LYRIC "Hey little boy. Hey little girl. You can go to school."
VAN DYKE STOPS WALKING, STANDS STILL TALKING SERIOUSLY TO CAMERA.	VAN DYKE: But it's not going to be that easy. It'll take your help. There are handicapped children all over Indiana who aren't getting an education. And every Indiana child has the right to a free public education. Even a special child with the most severe handicaps.
	VOICE OVER: It's true in Fort Wayne, Indiana. Evansville, Terre Haute, South Bend and Indianapolis. All over Indiana, 10 to 12% of our children need special education services.

CUT TO VAN DYKE ENTERING OLD FASHIONED ONE-ROOM SCHOOLHOUSE

VAN DYKE:

Remember the one-room schoolhouse where every child in every grade was lumped together?

OLD-TIME SCHOOLTEACHER TEACHING CLASS.

(VOICE OVER)

All right, children. We're going to get right to our learning this morning. Now let's get right to our proverb. Wisdom is better than riches. Now let's go on to the arithmetic. And now Jenny, I know this is a little harder for you, but you try to keep up with the other scholars. "Twice one are two, this book is something new. Twice two are ..."

PAN LEGISLATIVE HALL, EMPTY.

VAN DYKE (VOICE OVER)

Indiana's mandatory special education services act became effective in 1973 as interpreted under Rule S-1. A rule which, first of all, defined the special child, the handicapped child, as one who because of mental or physical disability isn't capable of being educated properly through normal classroom instruction, but who may be expected to benefit from instruction through a special education program. And it also sets forth the responsibilities of the schools. And sets forth the rights and protections afforded to parents of special children. The goal of the law? To bring the special child back into society. To help him become a productive, contributing and self-sustaining adult with a sense of personal satisfaction and worth.

VAN DYKE IN PARK

VAN DYKE ON CAMERA:

Rule S-1 achieved a wonderful thing. It brought the special child into the schools with the rest of the kids. The most stimulating environment on earth.

CHILDREN PLAYING IN PLAYGROUND.

VOICE OVER:

It's seldom necessary for a special Indiana child to stay at home or be institutionalized.

SLOW MOTION, CHILD PLAYING, RUNNING, SWINGING

MUSIC, SUGGESTED LYRIC:

Searching for the children. Searching for the special children. Special little children come to us. If we can find you we can help you. We're searching for you, searching for the children. Searching for the very special children. Special little children come to us.

YOUNG WOMAN WITH HUSBAND HOLDING HER HAND, BABY IN HER ARMS, HOSPITAL ROOM AND BED.

VAN DYKE, VOICE OVER:

Up to 3% of the babies born in Indiana are special. That's almost 2000 born a year with an obvious handicap. And a much greater percentage have handicaps that show up later.

MOTHER CARRYING BABY IN ARMS.

VAN DYKE, VOICE OVER:

The most important thing parents of handicapped children can do is to tell the school, as soon as they learn their children are special. The sooner the schools learn the children's needs, the sooner they'll be able to plan special programs for them. In some cases, a special child may need pre-school help. Most parents of special children wish with all their hearts for help yet they haven't contacted the schools. They may be afraid their child is too severely handicapped - yet special education programs have proved that every child can learn something. They may be afraid to expose their child

to ridicule and failure. They may have tried and been rebuffed by a backward school.

TEACHER WITH YOUNG CHILD.

TEACHER, ON CAMERA AND VOICE OVER:

When we first saw Susie, Susie was very tense, very tight. She couldn't move her muscles at all voluntarily except in very extreme kinds of projection-type movements. She had no head control whatsoever Now we're getting Susie to the point through exercising twice a day. Getting that little head up. Get your head up, Susie. Getting her in a crawling position. Helping her to feel just what's involved in getting her to crawl. And hopefully so that one day Susie will one day be able to at least bear her own weight and possibly sit up in a chair. Susie has progressed a great deal. She's now able to drink her milk out of a straw. When we first saw her she was unable to drink other than by our squeezing milk into her mouth. We had to feed her and help stimulate chewing. She couldn't chew at all. Now she is developing the skill to chew. And she's come a long, long way.

MAN LOOKING AT PICTURE OF WIFE AND CHILD.

MAN, ON CAMERA AND VOICE OVER:

Our Karen is special. We were told by some people she was too handicapped to be helped. But we couldn't just give up on her. We finally found that there are special teachers and programs she can benefit from. She's both physically handicapped and retarded - but the day she first held her head up by herself - we celebrated.

MOTHER LOOKING OUT DOOR

MOTHER ON CAMERA:

We didn't know anything about the special education program. But when we did some investigating, we found out how protected we are, and how protected our special child is, by Indiana law.

They can't test him without our permission - they must re-evaluate him every year in a conference with specialists and school administrators and teachers - And we have the right to agree or disagree on any special programming.

LITTLE BOY RUNS UP AND INSIDE HOUSE WITH SCHOOLPAPERS. MOTHER PICKS HIM UP AND HUGS HIM.

VAN DYKE, VOICE OVER:

ACTION-FREEZE FRAMES OF HANDICAPPED CHILDREN IN ACTION. LITTLE GIRL IN WHEELCHAIR PUSHES LEVER, CLOWN POPS UP, FREEZE. OLDER BOY WRITES CORRECT SUM ON BOARD, TEACHER NODS, FREEZE ON HIS DELIGHTED FACE. AND SO ON.

Special education is not regular education watered down. It consists of methods and programs and teaching techniques developed to meet each child's needs and abilities. The special child, like every child, has to get along in the world someday. And the earlier he starts, the better he'll be at it. No matter what his limitations he has the right to be the best he can be. To live up to his potential. Special education programs and services are available now through local Indiana school corporations. But we have to find the missing children...the physically handicapped,mentally handicapped, multiply handicapped children. Children with visual and hearing disabilities, children who are neurologically impaired or emotionally disturbed. No matter how severe their handicaps, they can learn. They have a right to learn. And Indiana wants to give them that opportunity to learn.

SHOT OF JIMMY PULLING WAGON CARRYING OTHER CHILD.

Who can judge the potential of a child? Like Jimmy. He's one of the lucky ones. He's been in a special education program since he was 7. When he came to school, he had to be pulled around the school grounds like a helpless baby, in a wagon. Now he's the one who pulls the wagon. Special teachers helped him every inch of the way. And he goes a little further every day.

VAN DYKE AT SCHOOL DOOR, OPENING IT.

VAN DYKE ON CAMERA:

Talk about special teachers.

SCENES OF TEACHERS HELPING CHILDREN.

TEACHER VOICE OVER:

All right. Let's get ready for our mittens poem. Thumb in the thumb place. Fingers all together. This is the song we sing in mitten weather. When it's cold outside, it doesn't matter whether...."

VAN DYKE, VOICE OVER:

Teachers like that, with their hard-earned skills, incurable optimism and infinite patience -- are making special education work in Indiana. Every year the number of trained special education teachers and para professionals grows.

TRANSITIONAL SCENE.

VAN DYKE, ON CAMERA:

Look what special education can do.

TEACHER:

This classroom shows what can happen when even severely retarded children are in a special education program from the beginning. No, they can't read. They don't need to read - they need to be able to recognize the word "Danger." That can save their lives someday. They've also learned to make change, do simple sums - and be proud.

STUDENT IN WHEEL-CHAIR, ASSISTED BY TEACHER.

TEACHER VOICE OVER:

Susie was a normal teenager until three years ago when suddenly she was afflicted with a disease and was left completely paralyzed from the neck down. Since she's been here she's learned to feed herself, she's learned to use an electric typewriter to type her classroom work. She's even learned to turn pages in books so she doesn't need as much help from other students and from the classroom teachers.

VAN DYKE, CLOSING A CLASSROOM DOOR BEHIND HIM.

VAN DYKE, ON CAMERA:

Special children grow up. Leave school. That's why it's important that they learn just as much as they can learn.

INTERVIEW WITH GROWN UP HANDICAPPED PERSON WHO NOW HAS JOB.

HANDICAPPED ADULT, ON CAMERA, AND VOICE OVER:

I'm a janitor. I do the cleanup wherever they ask me to clean up. I can work any part of that belt. If they don't want me on the belt, they can put me on unloading or this other stuff they want me to do. I like the forklift. I like it real well. I think it's a wonderful thing to know that you can do other things. I'm handicapped. I go every day over to the school for education. I like the work. I like the way they treat me. I figure, well I've got a good job here so why not stay with them longer, too.

GIL BLITON IN CLASSROOM.

VAN DYKE, VOICE OVER:

Meet Gil Bliton, Indiana's Director of Special Education.

GIL:

Of course, we need more programs and more schools in Indiana. We need more teachers, and better services for the children now in special education programs. But most importantly at this time, the schools need to know where the special children are, so they can plan for them.

We can be proud of Indiana's progress in special education. But it couldn't be happening without the support of public officials like Dr. Harold Negley, State Superintendent of Public Instruction, and, of course, Governor Bowen.

GOVERNOR BOWEN, IN HIS OFFICE WITH DR. NEGLEY

GOVERNOR BOWEN:

Well, Dr. Negley, special education is one of our most urgent priorities.

DR. NEGLEY:

And Governor, we're searching for the special children.

VAN DYKE, VOICE OVER:

Officials like that. A responsible governor, an action-minded superintendent of education, a dedicated director — They're making special education work in Indiana.

VAN DYKE ON PLAYGROUND KNEELING DOWN, TALKING TO A COUPLE OF CHILDREN. AS HE REFERS TO EACH ONE, TOUSLES HIS HAIR, OR TOUCHES HER.

VAN DYKE ON CAMERA:

It all comes back to the children. Danny has epilepsy. There was a time when epileptics were considered hopelessly insane. Pretty Marie is deaf. Once the deaf were considered dumb. We have come so far in our understanding of the special child - and in our willingness to serve his special needs. At last, we've learned that learning can be broken down into the smallest units - so that a special child may begin to understand, and build on his learning. And grow up with a sense of personal worth - in many cases become a self-sustaining adult, with a full life.

ACTION CONTINUES

We have learned to teach.

With the profoundly and severely retarded, physically handicapped, neurologically impaired, emotionally disturbed — we have accomplished what would seem like miracles to that school teacher of long-ago. We've come so far - who knows how far we will go. Who can say where our new discoveries will take us - how far our ability to educate the special child will go? What we yet may learn, and what seeming miracles we may still accomplish? We don't know. We can't promise. But we do know this. Today, Indiana's special children have a chance.

OUT TO VAN DYKE IN SHADOWS, WALKING.

Somewhere a child waits. In the darkness of his disabilities. Waits without knowing he's waiting — to be found. Helped. Taught. Let's don't miss him. Don't let him wait any longer. Let's search for him and find him.

TURNS CORNER IN SUNLIGHT. MCU

Join Indiana's Search for Special Children. If you have, or know of, a special child not now receiving an education, please call this number. If we can find him we can help him.

LONG SHOT TO REVEAL SUPER 800-382-2046 VAN DYKE IS FOLLOWED BY CHILDREN LEADING THEM UP STREET.

MUSIC: LYRIC

Searching for the children. Searching for the special children. Special little children come to us. If we can find you we can help you. We're searching for you, searching for the children. Searching for the very special children. Special little children come to us.

Radio Announcements

30 Second
Announcer #1

MUSIC: Vocal open: "Searching for the children."

ANNCR: The children are missing. The special children with the most severe handicaps, physical, mental or emotional. They have a legal right to a free public education. A special education Indiana can provide. If you have or know of a handicapped child not now receiving an education, please call toll-free 800-382-2046, or write Box 1946, Indianapolis.

---

30 Second
Announcer #2

MUSIC: Vocal open: "Searching for the children, searching for the special little children, special little children, come to us.

ANNCR: Join Indiana's Search for Special Children. If you have or know of a handicapped child not now receiving an education, please call toll-free 800-382-2046, or write Box 1946, Indianapolis.

---

60 Second
Announcer #3

MUSIC: "Search for the Special Children" - 12" vocal intro.

ANNCR: Indiana can take care of her children. All of them. Even the special ones with physical or mental handicaps - no matter how severe their handicaps may be. Indiana has free special education programs for those children. But first we have to find them. Join Indiana's Search for Special Children. If you have, or know of, a special child not now receiving an education, please call toll-free 1-800-382-2046. Or write Box 1946, Indianapolis.
If we can find them, we can help them.

MUSIC: 12" vocal close.

Television Public Service Announcement

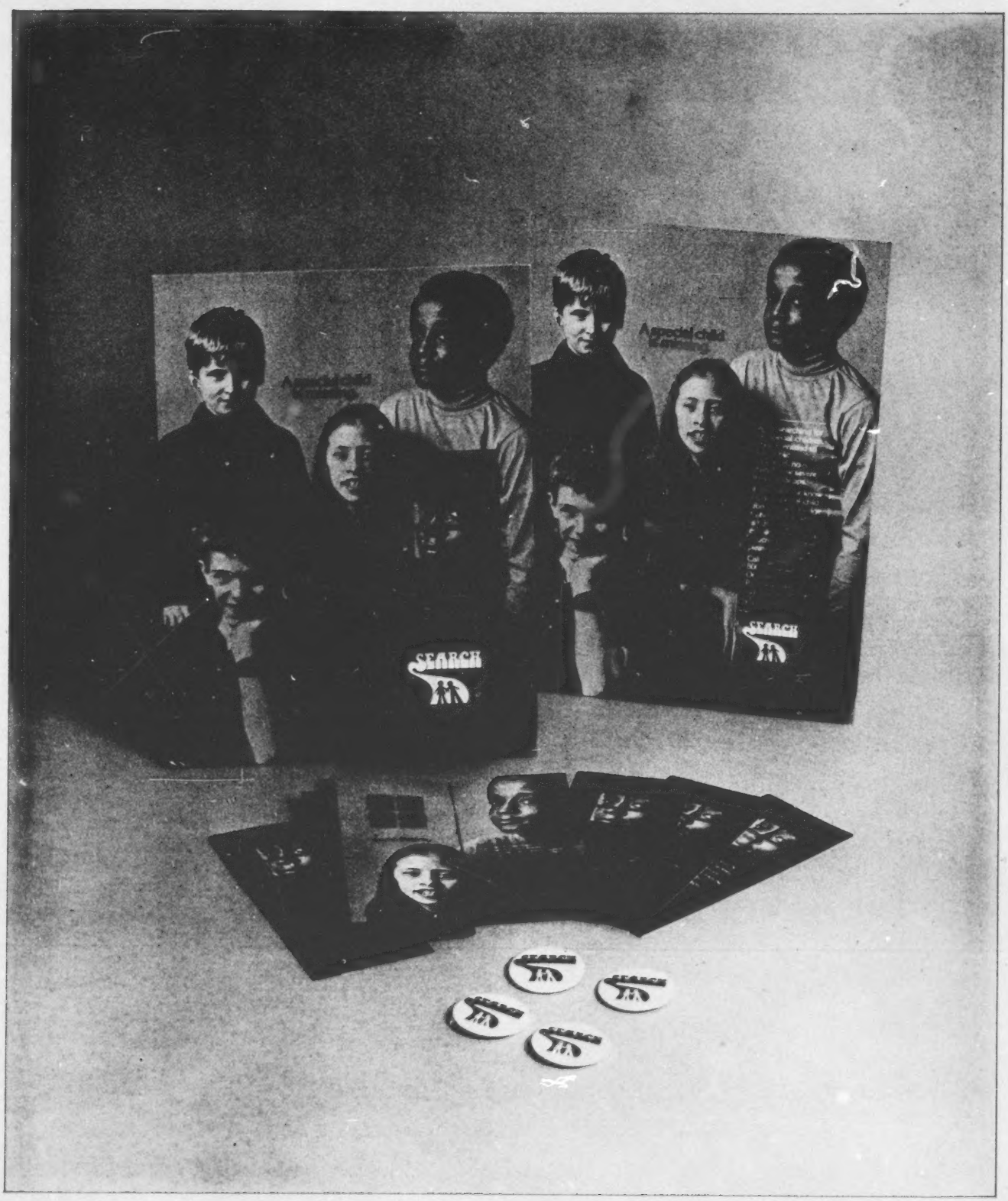
30 SECOND TV
COMMERCIAL
"MARCHING CHILDREN"

MUSIC: In background.

There are handicapped children all over Indiana who aren't getting an education. And every Indiana child has the right to free public education. Even a special child with the most severe handicaps. If you have, or know of, a special child who is not now receiving an education, call this number. Join Indiana's Search for Special Children.

MUSIC: Up for vocal.

Coordinator Materials



BROCHURE

☐ I WISH TO REFER:

Child's Name _____ Age _____

Parent or Guardian's Name _____

Parent or Guardian's Street Address _____

City _____ County _____

Telephone (if known) _____

Referred by: ☐ parent
☐ other

☐ I WOULD LIKE *MORE* FREE INFORMATION about special education programs in Indiana.

Please send to:

Name _____

Street Address _____

City _____

State _____ Zip _____

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 8707 INDIANAPOLIS, IN

SEARCH FOR SPECIAL CHILDREN
Post Office Box 1946
Indianapolis, Indiana 46206

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 8707 INDIANAPOLIS, IN

SEARCH FOR SPECIAL CHILDREN
Post Office Box 1946
Indianapolis, Indiana 46206

Advertisements

Join Indiana's Search for Special Children.

Call 800-382-2046

Indiana Department of Public Instruction
Harold H. Negley, State Superintendent
Otis R. Bowen, M.D., Governor

BILLBOARD

Children with handicaps are entitled to free educations, too.

If you know of a special child up to 21 not now enrolled, please let us know.

Call 800-382-2046 or write Box 1946, Indianapolis 46206.

SEARCH
FOR SPECIAL CHILDREN

SMALL
NEWSPAPER AD

LARGE
NEWSPAPER AD

We're searching for the special children. The physically handicapped, mentally handicapped, multiply handicapped children. Children with visual and hearing disabilities. Those who are neurologically impaired, or emotionally disturbed.

Special children, regardless of the severity of their handicaps, are entitled to a free public education. And, Indiana school corporations are ready with special programs and special teachers. But we must find the missing children.

It's not going to be easy. It will take your help. If you have, or know of, any special child from pre-school age to twenty-one who is not currently enrolled in a special education program, please let us know.

Call toll-free 800-382-2046 or write P.O. Box 1946, Indianapolis 46206

If we can find him, we can help him.

SEARCH
FOR SPECIAL CHILDREN

Indiana Department of
Public Instruction
Harold H. Negley,
State Superintendent

30 SECOND TELEVISION
COMMERCIAL
VAN DYKE IN "SHADOWS"
PAID PLACEMENT

MUSIC: In background "Searching for the Special Children" theme.

VAN DYKE: Voice-over:

Somewhere a child waits. In the darkness of his disabilities. To be found.

VAN DYKE: On camera:

Helped. Taught. Let's don't miss him. Don't let him wait any longer. Let's search for him and find him.
Join Indiana's Search for Special Children. If you have, or know of, a special child not now receiving an education, please call this number.
If we can find him, we can help him.

Parent Handbook

Every child in the State of Indiana has a right to a free public education—even a special child with the most severe handicap. This right was clearly established by law in Indiana's Special Education Services Act of 1969.

The law has paved the way for expansion of programs for special children as well as new approaches to special education throughout the state. It has put Indiana in a far better position to serve special children than ever before.

Rights are of little use, though, unless they are widely known and understood. And programs for special children are of little use unless you, as a parent, guardian or friend of a special child, know that these programs are available or can be made available to every child.

This booklet cannot begin to answer every question—it can't spell out every policy and practice affecting the education of special children today. We do hope it will provide a basic understanding of special education, however, and direct you to sources where you can get more answers, for we've come too far in special education to miss out on serving any child through lack of communication.

Who is eligible for special education services?

All children who are not capable of being properly educated through normal classroom instruction because of physical, emotional or mental disability are eligible for special education programs expected to further their educational, social or economic status.

For special children between the ages of six and 18, the schools are definitely required to provide programs. For children younger than six or older than 18, the schools are *permitted* to provide programs but are not required to do so. And this "permissive" programming extends to age six months in the special case of deaf children.

What are these special education services?

Today there are some who believe "special education" is simply regular education "watered down." In fact, special education consists of methods and programs and teaching techniques developed to meet each child's particular needs and abilities.

These programs for special children are broken down into the following areas, referred to as "exceptionality" areas:

Multiply Handicapped
Hearing Impaired
Neurologically Impaired/Learning Disabled
Educable Mentally Retarded
Trainable Mentally Retarded
Severely/Profoundly Mentally Retarded
Visually Handicapped
Emotionally Disturbed
Physically Handicapped
Communication Handicapped—speech, language, hearing

Are all these programs taught in a special classroom?

Just as there are different "exceptionality" areas, there are many different methods of instruction that can be used so that all children get an appropriate education. That is, instruction that does not restrict children in their learning opportunities—instruction that is *special* in meeting each child's special educational needs.

Some children may spend all of their time in a special class, while others may spend only part of their time in a special class and spend the rest in regular classroom instruction. Still others may be placed in a regular class, receiving special instruction on a periodic basis, while some may receive instruction at home or at a residential school.

Where does a parent of a school-age child begin in finding special placement?

Parents believing their children might require special education services should contact the school's director or administrator of special education. (A list of directors is provided on page 7 of this booklet.) Parents may make contact in person or may wish to write the director a letter. In either case, the director will want to know the child's name, birth date, address, and home school corporation. Without this information, the schools can do nothing.

What about parents of pre-school or post-school age children?

As mentioned earlier, schools are only required to provide services to children between the ages of 6 and 18. That does not necessarily mean, however, that there are no services available to pre-school or post-school children or that new services can't be developed for these children.

But again, until the schools know who and where a child is, there is nothing they can do for the child. The same rule applies, then: contact the school's director or administrator of special education.

The schools may have a program or may be able to start one. At the least, they will be able to direct parents to other agencies who provide programs or special services to these children. In any case, the schools want to know about any special children from ages 0-21 so that they may do a proper job of planning for future enrollment in special education programs.

What role can parents play in their children's education?

Parents can and should play a big role in the education of their special children. In fact, Indiana law not only protects parents' rights to involvement in decisions about their children's education but, in most instances, requires parent involvement and approval.

For example, as soon as a parent informs the school of a child's special needs, the school is responsible for determining a proper educational program for the child. This will require an extensive evaluation; but before any tests or examinations can be administered to any child, the parent must be fully informed and give written permission. It will also require a case conference (a conference repeated each year to review each child's progress) to discuss the child's needs and recommend placement—and parents have the right to be part of this case conference committee.

In addition, the school superintendent must send parents a report describing the program proposed for their child and the reasons why the program was proposed, written agreement from the parents is necessary before the child can be placed in this program.

What if a parent disagrees with the school's recommendations?

If parents have any questions about the placement recommended by the school superintendent, their first step should be to consult with the coordinator of the case conference committee, with the director of special education or with the local superintendent.

If, after additional discussion, however, disagreement persists, parents have the right to appeal the recommendation of the case conference committee and request a hearing. This can be done by writing to the local superintendent and requesting a hearing before an independent hearing officer. This officer will be appointed by the State Superintendent of Public Instruction.

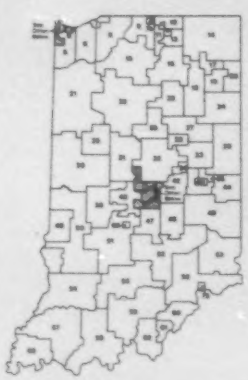
Why all the emphasis on legalities?

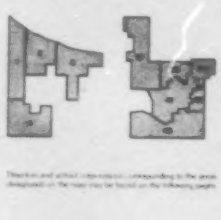
We've come a long way in our understanding of the needs of Indiana's special children. And we've come a long way in providing solid educational programs for these children. But the history of special education throughout the country is such that we've had to come a long way; special children in many areas had been for so long neglected.

In most cases today, the legal aspects of education never need enter into the providing of programs for special children. Indiana schools are ready with special programs and teachers every step of the way.

Where there is a question of a special child's placement in a special education program, however, the rights and protections afforded by Indiana law are there. And they are not there as an unnecessary "hassle" for parents; they are there to insure that every special child's educational needs are met.

Directors of Special Education





Directors and school corporations corresponding to the areas designated on the maps may be found on the following pages.

Director	School Corporations Served
1 Rowena Pirtz, Director of Special Education, Hammond Public Schools, 5858 Hohman Avenue, Hammond, IN 46320, (219) 932-5700	School City of Hammond
2 Charles Nagy, Director of Special Education, School City of East Chicago, 210 East Columbus Drive, East Chicago, IN 46312, (219) 397-4200	School City of East Chicago
3 Frank L. Wade, Director of Special Education, School City of Gary, 620 East Tenth Place, Gary, IN 46402, (219) 886-3111	School City of Gary
4 Marvin E. Porter, Director of Special Education, West Lake County Special Education Coop, 6916 Columbia Avenue, Munster, IN 46321, (219) 836-5251	School Town of Munster, Lake Central School Corporation
5 Dr. Thomas J. Reilly, Director of Special Education, N.W. Indiana Special Education Coop, 2150 West 97th Avenue, Crown Point, IN 46307, (219) 663-6000 or (219) 769-6000	School Town of Highland, Hanover Comm. School Corporation, Ross Township School Corporation, Tri-Creek Schools, Corporation, Lake Ridge Schools, Crown Point Community School Corp., East Gary City Schools, Griffith Public Schools, School City of Hobart
6 Michael Hasty, Director of Special Education, Porter County Special Education Coop, 307 Campbell Street, Valparaiso, IN 46383, (219) 462-8127	Porter County Schools, Chesterton Community Schools, Duneland School Corporation, Portage Township Schools
7 Richard F. Suiter, Director of Special Education, Michigan City Area Schools, 235 Pine Street, Michigan City, IN 46360, (219) 874-7461	Michigan City Area Schools
8 Jack E. Collins, Director of Special Education, South LaPorte Co. Special Education Coop, P.O. Box 366, 1401 "K" Street, LaPorte, IN 46350, (219) 362-3196, Ext. 57	LaPorte Community School Corp., LaPorte County Schools, New Prairie United School Corp., Clark-Pleasant Public Schools, LaCrosse Schools, Hanna Schools, Wanatah Schools
9 Elizabeth Lesh, Administrator, South Bend Community School Corp, 635 South Main Street, South Bend, IN 46627, (219) 234-9161	South Bend Community School Corp.

Sample Newspaper Clippings

'Special children' object of search

By Larry Mandt

"Special Children" are those with mental and physical handicaps. By law local school corporations must provide educational services for all handicapped children between the ages of six and eighteen, regardless of the severity of their handicap.

In this community there are school-aged special children who are not being educated by our schools, there are special babies who need pre-school help, and there are 18 to 21 year olds who face adulthood needing special help. Where are they? How can they be found?

Governor Bowen has proclaimed the week April 4-10, 1976, the Search for Special Children Week, in response to the spring campaign, the Search for Special Children, being mounted by the state Department of Public Instruction. The purpose of the research is to obtain the names of all special children in Indiana between the ages of 0 and 21 who are not now in school getting the benefits of a free public education.

SEARCH FOR SPECIAL CHILDREN

Children with handicaps are entitled to free educations, too.

If you know of a special child up to 21 not now enrolled, please let us know.

Call 800-382-2046 or write Box 1946, Indianapolis 46206.

Let Schools Know

Anyone having, or knowing of, a special child not in school can help by either calling or writing to let he schools know who the child is. When people call or write with this information, the schools will want to know the child's name and approximate age, the parent or guardian's name and address, and, if possible, their phone number.

Once the Division of Special Education has a child's name, they will get in touch with the director or administrator of special education in the child's area. That local director, or someone from the director's office, will then get in touch with the parents or guardian, will talk with them about the child and the child's needs, and may suggest a meeting to determine whether an evaluation is necessary. The point to all of this is to get the parents of special children together with the local schools.

Public Information Needed

Joseph Kernan, working out of the Northern Regional Service Center of the State Department of Public Instruction, is co-ordinating the joint search of St. Joseph and Elkhart counties.

As part of the search, the Division of Special Education hopes to clear up many misconceptions about special children, to open the channels of communication between parents and special educators, and to facilitate efforts to locate unserved special children in the area, through an extensive public information campaign.

Film Available

One of the ways of publicizing the needs of special children is through a 15 minutes film starring comedian Dick Van Dyke The film is available to individuals or groups, free of charge. Persons interested in viewing the film can contact Mr. Kernan at 289-7904. Mr. Kernan also has information about the availability of speakers and printed materials on the subject.

Interested persons may also call toll free 800-382-2046 for more information, or they may write to Search for Special Children, P.O. Box 1946, Indianapolis, IN 32046.

Governor, Negley Launch Search For 'Special Child'

INDIANAPOLIS (UPI) — A statewide search for "the special child" was launched Thursday by Gov Otis R Bowen and state School Supt Harold Negley

A ceremony in the Indiana House of Representatives marked opening of the two-month search for handicapped children who are not enrolled in public education programs Bowen a family physician commented that "the special child is recognized as a child who because of physical and-or mental disability is incapable of being educated properly and efficiently through normal classroom instruction"

"But with the advantage of a special educational program the special child may be expected to benefit from instruction in surroundings designed to further the educational social and-or economic status of the child," the governor said "Every special child residing in the state has the right to a free public school education meeting his special needs—regardless of the severity of the child's handicap It is unconscionable that some of our children are still missing out on these opportunities."

"We are searching for the special children," Negley said "The physically handicapped mentally handicapped multiple handicapped children children with visual and hearing disabilities those who are neurologically impaired or emotionally disturbed"

Negley said volunteer workers will join with his department staff in the search in all 92 counties A film speakers bureau and literature have been prepared as tools to be used in the search In addition a toll-free telephone number and a post office box have been established so anyone can call or write either to ask for information or to volunteer the name of a handicapped child not in school

The telephone number is 800-382-2046 The mailing address is Box 1946 Indianapolis 46206

4 Tues., Mar. 30, 1976 News-Times, Hartford City, Ind.

Mayor opens "Search" program

THE LOCAL SEARCH for Special Children campaign was kicked off Monday with a proclamation signed (above) by Hartford City Mayor Keith Rees. Director of the MHA effort Carol Turley (left) said Montpelier Mayor Marwin Horrom will issue a similar proclamation. The 2-month program is aimed at identifying youngsters with mental handicaps and beginning them on a learning program. See story, page one. —(N-T photo by Arnold McCombs.)

Dr. Tracy Dust, Superintendent of Loogootee Schools; Mrs. Maxine Huebner, Martin County Coordinator; Mayor Robert Brown; and Dr. Ronald Guenther, Superintendent of Shoals Schools, discuss plans for observing "Search for Special Children" a project sponsored by the Indiana Department of Public Instruction, Division of Special Education.

Maxine Huebner Heads Search Program

Governor Otis R. Bowen announced April 1 the beginning of a two-month state-wide search for handicapped children not now enrolled in public education programs. At the same time, he proclaimed April 4-10 as "Search for Special Children Week" in Indiana.

A toll-free exchange, 800-382-2046, has been established so that anyone having, or knowing of, a handicapped child not now in school may refer the child or request more information about special education. A post office box, Box 1946, Indianapolis, 46206, has also been established.

Once the child has been identified, his needs will be evaluated so that the schools may offer an appropriate educational program.

In making the announcement, Governor Bowen noted the progress Indiana schools have achieved in expanding and improving services to the physically, mentally and emotionally handicapped children. In view of this, he said "it is unconscionable that some of our children are still missing out on these opportunities."

According to Dr. Harold Negley, state superintendent of public instruction, the search will be lead by staff and volunteer workers in every county of the state. They will distribute literature, arrange for film and speaking programs and provide local citizens with project details.

The Martin County Coordinator is Maxine Huebner, Route 1, Loogootee. With the approval and help of the Indiana Department of Public Instruction, Mrs. Huebner urges any organization, club or school function to take advantage of a free speaker/film program. This unique film stars Dick Van Dyke in a presentation focusing on Indiana special children and what is being done so that every special child can live up to his potential, gain a sense of personal worth and enjoy a full and meaningful life.

Any person or organization who would like more information about the film or the Search Program may contact Mrs. Huebner at 295-2231.

Improve education

New techniques help the learning disabled

Sarah sees, hears, thinks and speaks like any other first grader. You'd never know she is a special child with a learning disability.

Sarah's teacher knows, though, because she tried to teach Sarah how to read and did not have the success she expected.

"Sarah is a very bright little girl," her teacher states, "but even now — in the first grade — we can see that she's got a specific learning disability and needs special attention."

Sarah's reading problem is basically caused from an inability to interpret printed symbols on a page. For Sarah, this means it is very difficult to interpret most reading material. Many other children with learning disabilities exhibit dysfunctions in areas such as arithmetic, language, perception and motor development.

Only recently have special educators begun to develop teaching techniques to effectively meet the needs of the learning disabled. As these techniques are developed, though, they promise to benefit all children — not just the special children.

According to Sarah's teacher, "When you get right down to it, special education isn't apart from education. It's a part of education. The technique of teaching children by breaking classes down into smaller groups, for instance applies equally to all educational programs."

"Resource programs" are used in special education instruction so that children may be pulled out from the classroom to learn special skills according to their special needs. This technique, too, applies equally to the "regular" instruction.

Another concept still in the development stage, is that of providing the least restrictive educational alternative to handicapped children. When appropriate, handicapped children are placed into regular classes. The amount of time they are in these classes varies with each child. For some it could be an hour a day; for others a half day. In any case, each child is exposed to a different educational environment based on the individual's abilities and potential to benefit from the environment. This might equally apply to non-special educational programming, so that a child might be placed into an outside working environment or college-level study for a portion of the day.

These and other techniques and trends are being developed and tested in an effort to improve not only special education but all education. And already, they are yielding results throughout Indiana's public schools.

Many intelligent children have problems learning because they have a specific learning disability and need special individual attention. Here a teacher at Garnett School in Gary helps Kathleen Ershich with a reading problem. Recently developed teaching techniques are meeting the needs of many learning disabilities, whether in the areas of reading, arithmetic, language, perception or motor development. If you know of a child not now receiving an education because of a learning disability or any other handicap, the Indiana Department of Public Instruction, Division of Special Education, would like to hear from you.

(Post-Tribune photo)

If you have, or know of a special child not now receiving an education, call 800-382-2046 toll-free or write for more information: "Search for Special Children," Box 1946, Indianapolis, Ind. 46206.

The Special But Educable Child

Debby Thrives On Education

First in a Series of Five

Seven years ago, Debby's parents were told that there was no place in the local school for their 6-year-old daughter. According to school officials, they had no program and they couldn't afford to start a program meeting Debby's needs.

Debby is a special child. She is educably mentally retarded meaning, her rate of mental development is significantly below the average of her classmates.

She is fully capable of becoming functionally literate, however. With education she can become an adult able to work in the competitive market with little supervision. But to get that education her parents had to begin by looking outside the public schools.

Debby is now 13 and is attending the same school system that once turned her away. According to her teacher, ". . .she is a good learner, a friendly and outgoing person. She's a girl with a good deal of pride in herself."

"Luckily for Debby," her teacher states, "a private service group was there to help with her education. She's been given a great deal of attention and you can really tell the difference.

"She loves education, thrives on it and will do quite well in the world without having to lean heavily on others for help," her teacher added.

Not every handicapped, or "special," child has had the same experience as Debby, for many schools have had programs for special children for years. But Debby's is not an isolated case either: many children in the past have not been afforded the benefits of a free public education for lack of programs in their schools.

In 1969, however, the Indiana General Assembly passed a mandatory Special Education Service Act requiring schools to provide educational services for all special children between the ages of six and 18.

This prompted state-wide reorganization and expansion of public school programs for the special children and has resulted in over 28 percent more children being served today than were served in 1969.

The number of teachers now serving the educable mentally retarded, for instance, has doubled.

In some cases, of course, the statistics say less about what has been done since 1969 than about what had not been done for the many years before. By any measurement, though, Indiana's schools are in a much better position to offer special children a free public education meeting children's special needs than ever before.

Many school corporations throughout the state have had to tighten their budgets and stretch dollars; in some cases, they have been hard-pressed to accomplish the expansion necessary for special education programming.

The rights of special children are clearly spelled out, though, and schools must serve these children once the children's special needs are known to school administrators.

NOTE. If you have, or know of, a special child not now receiving an education, call 800-382-2046 toll-free or write for more information: "Search for Special Children," Box 1946, Indianapolis, Indiana 46206.

The Special But Educable Child

Even At School, He's Unique

Second in a Series of Five

Steven is a special child. He is a "Down's syndrome" child, or what has long been called "mongoloid."

There was a time when most children like Steven were institutionalized at an early age. Quite often this was at birth, because it was widely believed that little could be done for these children in any other special educational setting.

That is all changing now, with the realization that every child — even the Down's syndrome child — has a unique educational potential and should be given an education that is unique to the child's needs.

"Steven has been with us for four years now," his elementary school teacher relates, "and is showing good verbal skill and has learned to take care of himself fairly well.

"We don't expect Steven will ever learn to read, but education doesn't have to begin and end with reading!"

Some Down's syndrome children could be classified as "educable mentally retarded" and could be expected to become functionally literate. Others, such as Steven, generally fall into the area of "trainable mentally retarded."

These classifications are just two of the 10 general "exceptionality areas" used in defining special educational services.

Others include: hearing impaired, learning disabled, visually handicapped, emotionally disturbed, communications handicapped, physically handicapped, multiply handicapped and severely-profoundly mentally retarded.

There are fine lines between some of these exceptionality areas, and even after the most thorough evaluation there may be some doubt as to

which program is best suited for a particular child.

According to Steven's teacher, "it really comes down to the individual child and how the child responds in a given educational setting. We know today that what is right for one child is not necessarily right for another."

The field of special education is a young field, considered by many to still be in the "embryonic stage." Even now, however, much has been learned about special children that can be applied to teaching techniques so that every child can benefit from a special education.

The Special But Educable Child

Her Learning Helps Others

Third in a Series of Five

Sarah sees, hears, thinks and speaks like any other first grader. You'd never know she is a special child with a learning disability.

Sarah's teacher knows, though, because she tried to teach Sarah how to read and did not have the success she expected.

"Sarah is a very bright little girl." her teacher states, "but even now—in the first grade—we can see that she's got a specific learning disability and needs special attention."

Sarah's reading problem is basically caused from an inability to interpret printed symbols on a page. For Sarah, this means it is very difficult to interpret most reading material. Many other children with learning disabilities exhibit dysfunctions in areas such as arithmetic, language, perception and motor development.

Only recently have special educators begun to develop teaching techniques to effectively meet the needs of the learning disabled. As these techniques are developed, though, they promise to benefit all children—not just the special children.

According to Sarah's teacher, "When you get right down to it, special education isn't apart from edcation. It's a part of education. The technique of teaching children by breaking classes down into smaller groups, for instance, applies equally to all educational programs."

"Resource programs" are used in special education instruction so that children may be pulled out from the classroom to learn special skills according to their special needs. This technique, too, applies equally to the "regular" instruction.

Another concept still in the development stage, is that of providing the least restrictive educational alternative to handicapped children. When appropriate, handicapped children are placed into regular classes. The amount of time they are in these classes varies with each child. For some it could be an hour a day; for others a half day. In any case, each child is exposed to a different educational environment based on the individual's abilities and potential to benefit from the environment. This might equally apply to non-special educational programming, so that a child might be placed into an outside working environment or college-level study for a portion of the day.

These and other techniques and trends are being developed and tested in an effort to improve not only special education but all education. And already, they are yielding results throughout Indiana's public schools.

The Special But Educable Child

Johnny Couldn't Try Harder

Fourth in a Series of Five

Even in the first grade, Johnny had educational problems. He couldn't keep up with his class and in showing frustration at his own failure, he was already becoming a behavior problem.

Johnny is no longer in school. He had been passed along through elementary school despite his problems and despite the emotional problems that stemmed from the pressures and frustrations of failure. He had wanted out for a long time, and at 16 he got his chance.

Had he been able to start his education all over again today, the schools might have diagnosed his problems at the first grade level and been able to provide him with special educational attention to overcome his problem. They would know that putting pressure on Johnny to try harder was not the answer. They'd realize that the pressures might only cause Johnny to develop more severe emotional problems as well.

Today Johnny is unemployed. He is not a taxpayer; he's a tax burden. And he's costing society every day of his life.

Johnny is not alone in his experience, of course. He is joined by many others: from the learning disabled to the emotionally disturbed to the physically handicapped, mentally retarded and other special children. All lacked the special educational attention that is now mandated by law for all of Indiana's handicapped children—regardless of the severity of their handicaps.

According to Indiana law, this special educational attention includes instruction "designed to further the educational, social and or economic status" of handicapped children.

For a child like Johnny, then, this might mean attention to a specific learning disability affecting his ability to read. For a trainable mentally retarded child, the instruction might be less "educational" in the traditional classroom sense, but more "social" in that the child would learn how to dress himself, feed himself and achieve a certain degree of independence, so he would become a contributing member of society.

SEARCH FOR SPECIAL CHILDREN

For a physically handicapped child, the special instruction might be viewed as "economic." The child might be perfectly capable of succeeding in the classroom, but has a physical handicap that might affect his ability to hold a job. Through special education, then, he can learn to overcome his handicap, hold a job and be an asset to society in every way. That is the ultimate goal of special education: to bring the special child back into society and help him become a productive, contributing and self-sustaining adult with a sense of personal satisfaction and worth.

The Special But Educable Child

Some Parents Don't Know

Fifth in a Series of Five

When the special education director in Kevin's school corporation learned that the 10-year-old was no longer attending school, the director called Kevin's mother.

"Why hasn't your son been coming to school?" he asked.

"Well, I haven't been sending him," she replied.

"Well, I know you haven't been sending him, but he should be in school."

She said. "He's a handicapped child. What can the school really do for him?"

The director went on to explain that Indiana law says the school must offer every handicapped child a program which is appropriate to his educational needs.

Now Kevin is back in school with the rest of the children and benefiting from special education.

There are children like Kevin all over Indiana who are not receiving the benefits of the special education that is their right. And there are any number of different reasons why.

Kevin's parents were well-intentioned enough. They simply didn't know and were never told that Kevin should be in school even though he is a special child.

SEARCH
FOR SPECIAL CHILDREN

In another case, the parents just couldn't believe their child could benefit from a program. The special education director was told that "my child can't possibly learn. She's blind, she's partially deaf and she's retarded. What can you possibly teach her?"

As the director later responded, the schools never know exactly what they can teach a child until they have a chance to try. And they can't get that chance until they know about the child.

Other parents feel their children could benefit but are unaware of the fact the schools either presently have services or must establish these programs once the children's needs are known.

Right now, the Indiana Department of Public Instruction is conducting a project called "Search for Special Children" in an effort to find the children who are not now benefiting from a public education and to create a new awareness of the special educational opportunities available to Indiana's children.

Public Is Responding To "Search For Special Children"

Nearly 600 children have been referred to date in the statewide "Search for Special Children" project ending May 31.

Mrs. Pam Peterson, coordinator of the project for the Indiana Department of Public Instruction, reports, "We're finding children who are 15, 16, and even older who have never spent a day of their lives in school."

"We are also hearing from many parents asking about preschool programs that might be planned for their children in the coming year."

"We won't know all the reasons these children have been referred to us until the local school corporations can follow-up on each child. We do know, however, that some parents were afraid the schools 'couldn't handle' their children and that some assumed their children were too handicapped to benefit from any program."

As had been expected, a number of the referrals have concerned children who are in school but not receiving what their parents consider an "appropriate" education. While the major thrust of the search was to find children who are totally without educational services, the Department of Public Instruction is accepting information on the "inappropriately" educated children as well.

"No records are kept on those people referring children," Mrs. Peterson explained, "But phone conversations and written correspondence indicate that referrals are being made by everyone from the parents of the children to grandparents, friends, ministers—even brothers and sisters."

Key to the project has been the establishment of a toll-free exchange, 800-382-2046, and a post office box, Box 1946, Indianapolis, 46206, so parents and friends can make referrals or request information and free literature about special education programs.

Specific information regarding the children found through the search is kept strictly confidential, as required by law. A preliminary overview of referrals made thusfar, however, indicates a wide variety of ages, educational levels and circumstances surround the handicapped children being located.

After May, the Department of Public Instruction will continue to work with local schools in an on-going referral program to find other handicapped children not in school.

The search

Once ignored, handicaped children now sought

like it is

by robert reed
journal editor

TIME was when children with physical or mental problems were largely ignored by the school systems.

Some were tolerated in classrooms geared for the non-handicapped. The parents of many were told to seek other facilities for their children.

That is no longer an accepted practice in Johnson county or most of the rest of Indiana today.

Not only is there a vast network of special education classes in the county, people are searching for once forgotten youngsters.

The "search for special children" formally begins next week in Johnson county.

Everybody can help.

...no one knows

The search is a state-wide project scaled down to also operate in this area.

Sources at Johnson county special services schools indicated that since elementary through high school grades are already operating, the figure for "unserved" children may not be as high in other parts of the state.

No one knows for sure.

The Indiana Department of Public Instruction maintains there are many children still not receiving a free public education within the state.

Says the department:

"For many years the burden of finding these appropriate services has been left largely to the parents themselves. And until recently, this burden was compounded by the fact that many school corporations simply lacked adequate special education services."

Now many retarded, emotionally distressed and otherwise handicapped pupils — between six and 18 — must be offered free public education. The special state legislation for this has been in effect for nearly two years.

The big problem is alerting parents and other relatives to the fact that facilities have been updated and are ready.

....dramatic growth

Pam Peterson, consultant to the state division of special education and state project chairman, has stated that school officials are providing the services but don't know where all the children are.

Thus the need for "search."

Many state local educators feel that the current legislation has not been fully explained to the public. At the same time many parents are reluctant to trust the school system with teaching their handicapped child.

Thirdly, many in the special education program are finding that more specialized teacher-training is needed to deal with complex problems of the handicapped.

But advances have been tremendous in recent years, particularly in Johnson county.

"As dramatic as the growth in services has been," says a policy statement for the search project, "schools still recognize the need for continued improvement....particularly in programming...and individualized services."

The priority now is those who have been overlooked.

There will be an intense effort in the next few days to distribute literature and other materials to area residents. Shirley Amond, Johnson county special services director is county coordinator along with Shirley Ferguson of the special services staff.

...at special services

Information will be available at the Special Services building in Whiteland or through the special education division of the Indiana Department of Instruction.

The campaign is aimed not only at parents but those in a position to "advise and assist these parents" in seeking special education services.

It can succeed.

All it takes is a little communication and a great deal of concern.

THE INDIANAPOLIS NEWS

EUGENE C. PULLIAM 1889-1975
Publisher 1948-1975

EUGENE S. PULLIAM, Publisher

"Where the Spirit of the Lord is, There is Liberty."—II Cor. 3-17

Special Children

The Indiana Department of Public Instruction is conducting a "search for special children," but it requires the public's help.

An estimated 8 percent of Indiana's children are "special" — those with mental or physical handicaps. Indiana is seeking out those children with visual or hearing disabilities, or with neurological or emotional impairments, to give them a free public education.

The right to special education was established in Indiana's Special Education Services Act of 1967. The Indiana Public School System and each township in central Indiana have been prepared to offer comprehensive programming and services since July 1973.

The problem is finding the children. Children between the ages of six and eighteen, especially those who are not currently receiving any education, are the target of the search.

Project Search is concerned with the child considered "helpless" or the child already in classes but needing special help. Many parents have not made their child's needs known to school officials because they believe their child is too severly handicapped to benefit from any school program.

"We believe that although every child may not be able to read or write, every child has some potential for self-help," explains project director Pam Peterson. "We are very much pleased with the response so far."

Through May 7, Mrs. Peterson reports 70 children referred to the program in Marion County alone, with an equal number of requests for information. She expects that number to increase this month as the emphasis shifts to the pre-school child.

On the national level the government has estimated there are about 1 million special children who are not in school. Indiana's Project Search, which was launched on April 1, will continue intensively through May.

The Department of Instruction is eager to open the channels of communication with parents or interested citizens by providing further information or speakers. Any referrals through the state office will be passed on to the particular area director who will contact the family to arrange evaluation and placement of the child.

Write: Search for Special Children, Box 1946, Indianapolis 46206 or call 800-382-2046. Act now for the sake of any and all special children.

Opinion

Search for Special Children

The effort to locate "special" children who are not now receiving free public education officially closes May 31. Anyone knowing of such a child (the term refers to physically, mentally or emotionally handicapped youngsters, is urged to notify the Indiana Department of Public Instruction's Division of Special Education, or O. T. White at the Anderson Community Public Schools Administration Building.

Mr. White is the coordinator of the program for Madison and Delaware Counties. Through his efforts and those of volunteers, information on the "Search for Special Children" is reaching all segments of society. Since last February brochures have been mailed to over 300 service organizations in the two counties; films have been shown before groups ranging from 15 to over 90 members, including the Anderson Lions Club today; counter displays have been set up in some 100 public places, and talks have been given before a large number of clubs, day care centers and nursery schools staffs and parent groups.

Blanketing the area with information on the program has resulted in discovery of several pre-school children needing special education. The aim is to obtain names of all such youngsters, regardless of age.

Every Indiana child has the right to a free public education, Mr. White said. This right was established by law in Indiana's Special Education Act of 1969. School programs are of little use, however, unless every special child is in school and benefiting from the programs available.

It takes about $2,500 a year to teach a child in the public schools, the Department of Public Instruction points out. For most handicapped children, that schooling can mean the difference between becoming productive citizens who contribute to public funds and becoming a burden on society. In some cases that burden could translate into a state cost of approximately $250,000 for a lifetime of institutionalization.

From a strictly economic viewpoint, it is of extreme importance that the schools know who the missing children are. For if the schools can find these special children, they can help them and, in doing so, help us all.

Anyone having, or knowing of, a special child — from pre-school age to 21 — who is not currently enrolled in a special education program, is urged to call toll-free, 800-382-2046, or write: Search, P.O. Box 1946, Indianapolis, Indiana 46206, or notify O.T. White, Anderson Community Schools Administration Building, 528 W. 11th St., Anderson, Indiana, 46016.

We've Come A Long Way

Just 15 years ago the Pharos-Tribune and Press in two series of articles called public attention to Indiana's shameful neglect of its mentally ill and mentally retarded children.

Since then the state has come a long, long way.

Just how far it has come is evident by the proclamation of Governor Bowen proclaiming this "Search for Special Children Week."

In the old days if a child because of a physical or mental disability was incapable of being educated properly and efficiently through normal classroom instruction, it was just that child's tough luck. There were no special education classes in the schools.

Now the governor proclaims that every handicapped child has the right to a free public school education meeting that child's special needs regardless of the severity of the child's handicap.

To prove that the state truly is committed to putting the governor's words into action, the General Assembly this year appropriated enough money to finance each special child's education on a liberalized formula and an active search is underway this week to identify all of the children needing special education.

The State Department of Public Instruction is distributing literature and arranging for film and speaking programs, such as the one to be held in the local school administration building on the evening of the 13th, to make sure that every parent is aware of the special education opportunities available to handicapped children.

A toll-free number, 800-382-2046, has even been provided so that anyone knowing or having a handicapped child may report it without cost and obtain more information about special education. There is no longer any reason why handicapped children should not achieve all that they are capable of achieving. There is no longer any reason why they should not be able to take their proper place in society.

We are quick to condemn public officials for their shortcomings. We should be equally quick to applaud our governor, our state legislators, and the state superintendent of public instruction for the part they have played in assuring a proper education for all handicapped children.